

# **BASA PILIPINAS TEACHER'S GUIDE GRADE I MOTHER TONGUE (ILOKANO) QUARTER I**

**MARCH 2015**

This instructional material is made possible by the generous support of the American People through the United States Agency for International Development (USAID). The contents of this material are the sole responsibility of the authors and do not necessarily reflect the views of USAID or the United States Government.

**MTB-MLE – Grade I Quarter I****Teacher's Guide – Ilokano****Second Edition, 2015**

Published by U.S. Agency for International Development (USAID)

Produced under USAID/Basa Pilipinas with support from the Department of Education (DepEd)

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**Printed in the Philippines**

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WEEK

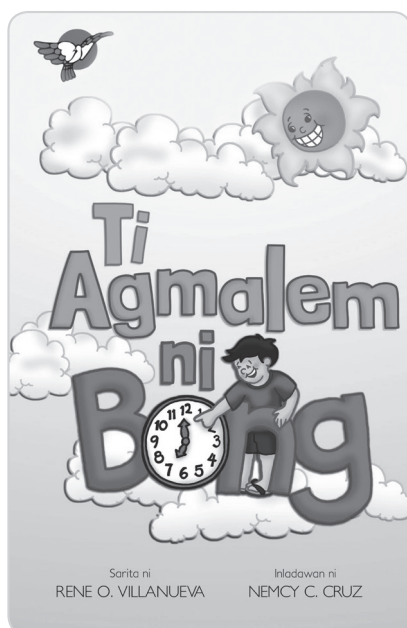
I

## TEACHER'S GUIDE

# GRADE I

# MOTHER TONGUE

# ILOKANO

**THEME: OPENING WEEK & ROUTINES****READ ALOUD STORY: *TI AGMALEM NI BONG (BONG'S DAY)***

**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 1  
ILOKANO  
QUARTER I, WEEK 1 (50 MINUTES PER DAY)**

**Theme: Opening Week & Routines**

**Read Aloud Book: *Ti Agmalem ni Bong (Bong's Day)***

*Written by Rene O. Villanueva and illustrated by Nemcy C. Cruz*

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"><li>• Talk about oneself and one’s personal experiences (family, pet, favorite food)</li><li>• Recite and sing in groups familiar rhymes and songs</li></ul>	<ul style="list-style-type: none"><li>• Morning Sign-in: <i>Look for Your Name</i></li><li>• Greetings with the “Alphabet Song”</li><li>• Sharing Information</li><li>• Morning News</li></ul>
	PWR	<ul style="list-style-type: none"><li>• Recognize their names from jumbled name cards</li></ul>	
	AK	<ul style="list-style-type: none"><li>• Sing the alphabet song</li></ul>	
	G	<ul style="list-style-type: none"><li>• Use appropriate expressions orally to introduce: oneself, family, friends, others</li></ul>	
I	ATR	<ul style="list-style-type: none"><li>• Listen attentively to stories read aloud</li></ul>	<ul style="list-style-type: none"><li>• Read Aloud: <i>Ti Agmalem ni Bong (Bong’s Day)</i></li><li>• Reading Activity for Read Aloud<ul style="list-style-type: none"><li>a. <i>Pre-Reading Activities</i></li><li>b. <i>During Reading Activities</i></li><li>c. <i>After Reading Activities</i></li></ul></li></ul>
	BPK	<ul style="list-style-type: none"><li>• Recognize terms relating to parts of the book: front and back cover, beginning-ending, title page, author-illustrator</li></ul>	
	V	<ul style="list-style-type: none"><li>• Use vocabulary referring to: people (self, family, friends, others); animals; objects, environment</li></ul>	

**DOMAINS:** **AK** – Alphabet Knowledge   **ATR** – Attitude Towards Reading  
**BPK** – Book Print Knowledge   **C** – Composition   **F** – Fluency   **G** – Grammar Awareness  
**HW** – Handwriting   **LC** – Listening Comprehension   **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p>1. Routine</p> <p>a. Morning Sign-in</p> <ul style="list-style-type: none"> <li>Teacher prepares name cards with pupils' names and as they enter, each pupil looks for his or her name and wears it or keep in desk</li> </ul> <p>b. Greetings with "Alphabet Song"</p> <ul style="list-style-type: none"> <li>Teacher introduces the "Alphabet Song" and asks pupils to sing</li> </ul> <p>2. Sharing Information</p> <p>a. Sharing about who they live with</p> <ul style="list-style-type: none"> <li>Teacher asks for volunteer pupils to share about who they live with</li> </ul> <p>b. Morning News</p> <ul style="list-style-type: none"> <li>Teacher asks pupils to share some news</li> </ul>	<p>1. Routine</p> <p>a. Morning Sign-in</p> <ul style="list-style-type: none"> <li>Pupils pick their names from a basket of name cards and wear them/put in desk</li> </ul> <p>b. Greetings with "Alphabet Song"</p> <ul style="list-style-type: none"> <li>Pupils sing the "Alphabet Song" as review of the alphabets</li> </ul> <p>2. Sharing Information</p> <p>a. Sharing about who they live with</p> <ul style="list-style-type: none"> <li>Pupils volunteer to talk about who they live with</li> </ul> <p>b. Morning News</p> <ul style="list-style-type: none"> <li>Pupils share news with partners</li> </ul>
<p>1. Routine (refer above under Daily activities)</p> <p>2. Sharing Information (refer above under Daily activities)</p> <p>3. Reading Activity-Read Aloud</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher gives motivation</li> <li>Teacher discusses vocabulary words for unlocking: <i>makapasalun-at a makmakan</i> (healthy), <i>makipartisipar</i> (participate), and <i>sarabo</i> (treat)</li> <li>Teacher gives motive question</li> <li>Teacher talks about the book cover, title, author, and illustrator</li> </ul>	<p>1. Routine (similar as above)</p> <p>2. Sharing Information (similar as above)</p> <p>3. Reading Activity – Read Aloud</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils talk about waking up late and/or early</li> <li>Pupils think about vocabulary words and get meaning from context clues</li> <li>Pupils identify the title and listen attentively to discussion of parts of the book</li> </ul>
<p><b>PA</b> – Phonological Awareness   <b>PWR</b> – Phonics and Word Recognition  <b>RC</b> – Reading Comprehension   <b>S</b> – Spelling   <b>SS</b> – Study Skills   <b>V</b> – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
1			
2	<b>ATR</b>	<ul style="list-style-type: none"> <li>Listen attentively to stories read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Read Aloud: <i>Ti Agmalem ni Bong (Bong's Day)</i></li> </ul>
	<b>BPK</b>	<ul style="list-style-type: none"> <li>Notice the connection between pictures and text in books read aloud to them</li> </ul>	<ul style="list-style-type: none"> <li>Text and picture connection</li> </ul>
	<b>C</b>	<ul style="list-style-type: none"> <li>Express ideas through a variety of symbols (e.g. drawing, invented spelling)</li> </ul>	<ul style="list-style-type: none"> <li>Expressing ideas through symbols</li> </ul>

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Teacher's Activities	Learner's Activities
<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher reads the story and pauses at certain points to ask questions</li> </ul> <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher repeats the motive question. He or she asks pupils to talk about what they think is the best part of Bong's Day.</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Before thanking pupils for the sharing, inform them of other opportunities for sharing the next day. Teacher may do a quick assessment of pupils' participation/performance by asking:                         <ul style="list-style-type: none"> <li>– Did you like the story?</li> <li>– What activities for you do which are similar to those that Bong does?</li> </ul> </li> </ul>	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils listen attentively to the story read</li> <li>Pupils participate actively by answering questions</li> </ul> <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils talk about what they think is the best part of Bong's Day</li> </ul> <p>4. Concluding the Session</p>
<p>1. Routine (refer above under Daily Activities)</p> <p>2. Sharing Information (refer above under Daily Activities)</p> <p>3. Rereading of Read Aloud Story</p> <ul style="list-style-type: none"> <li>Teacher rereads the story pausing at certain points to ask questions</li> </ul> <p>4. Group Activity: Draw a scene from the story</p> <ul style="list-style-type: none"> <li>Teacher gives a group activity to the class: drawing a scene from the story</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher asks pupils to display their works in the classroom or hallway and asks pupils to look at other's works during break time</li> </ul>	<p>1. Routine (similar as above)</p> <p>2. Sharing Information (similar as above)</p> <p>3. Rereading of Read Aloud Story</p> <ul style="list-style-type: none"> <li>Pupils listen attentively to the story read</li> <li>Pupils participate actively by answering questions</li> </ul> <p>4. Group Activity: Draw a scene from the story</p> <ul style="list-style-type: none"> <li>Pupils act out specific activities that Bong does for each hour</li> <li>Pupils participate actively in group activity</li> <li>Pupils draw their own interpretation of the assigned lines or scenes from the story</li> </ul> <p>5. Concluding the Session</p>
<p><b>PA</b> – Phonological Awareness   <b>PWR</b> – Phonics and Word Recognition  <b>RC</b> – Reading Comprehension   <b>S</b> – Spelling   <b>SS</b> – Study Skills   <b>V</b> – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
3	<b>PWR</b>	<ul style="list-style-type: none"> <li>Give the name and sound of the letter “Bb”</li> </ul>	<ul style="list-style-type: none"> <li>Letter/Sound Work for “Bb”</li> <li>Healthy/Good vs. Unhealthy/Bad practices for the body</li> </ul>
	<b>PA</b>	<ul style="list-style-type: none"> <li>Give words that begin with letter “Bb”</li> <li>Take note of classmates whose names have the same beginning sound as theirs</li> </ul>	
	<b>V</b>	<ul style="list-style-type: none"> <li>Use vocabulary words related to the theme</li> </ul>	
4	<b>PWR</b>	<ul style="list-style-type: none"> <li>Give the name and sound of the letter “Jj”</li> </ul>	<ul style="list-style-type: none"> <li>Read Aloud: <i>Ti Agmalem ni Bong</i> (Bong’s Day)</li> <li>Sequencing events</li> <li>Letter/ Sound Work for “Jj”</li> <li>Poem: “<i>Adda Maysa a Banag iti Bulsak</i>” (“Something in my Pocket”)</li> </ul>
	<b>PA</b>	<ul style="list-style-type: none"> <li>Give words that begin with letter “Jj”</li> <li>Take note of classmates whose names have the same beginning sound as theirs</li> </ul>	
	<b>OL</b>	<ul style="list-style-type: none"> <li>Recite a poem as a group and individually</li> </ul>	
	<b>LC</b>	<ul style="list-style-type: none"> <li>Sequence 3-5 events in the story</li> </ul>	

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Teacher's Activities	Learner's Activities
<ol style="list-style-type: none"> <li>1. Routine (refer above under Daily Activities)</li> <li>2. Sharing Information (refer above under Daily Activities)</li> <li>3. Letter/Sound work: "Bb" <ul style="list-style-type: none"> <li>• Teacher introduces the letter "Bb" using the story as springboard</li> <li>• Teacher gives an activity on identifying the letter "Bb" and discriminating with other letters</li> </ul> </li> <li>4. Vocabulary Work <ul style="list-style-type: none"> <li>• Teacher reintroduces vocabulary words</li> <li>• Teacher focuses on <i>makapasalun-at</i> (healthy) and discusses with pupils healthy and unhealthy practices</li> </ul> </li> <li>5. Concluding the Session <ul style="list-style-type: none"> <li>• Teacher asks pupils (through a show of hands) who among them practice any of the healthy and unhealthy behaviors</li> <li>• Teacher reminds pupils to be mindful about keeping their bodies healthy</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Routine (similar as above)</li> <li>2. Sharing information (similar as above)</li> <li>3. Letter/Sound work: "Bb" <p>Pupils make the sound of the letter Bb</p> <ul style="list-style-type: none"> <li>• Pupils give name of classmates and things that begin with the letter "Bb". They also give names of classmates that don't begin with the letter "Bb".</li> </ul> </li> <li>4. Vocabulary Work <ul style="list-style-type: none"> <li>• Pupils read vocabulary words</li> <li>• Pupils talk about healthy and healthy practices</li> </ul> </li> <li>5. Concluding the Session</li> </ol>
<ol style="list-style-type: none"> <li>1. Routine (refer above under Daily Activities)</li> <li>2. Sharing Information (refer above under Daily Activities)</li> <li>3. Letter/Sound Work: "Jj" <ul style="list-style-type: none"> <li>• Teacher introduces the letter "Jj" using the story as springboard</li> <li>• Teacher gives an activity on identifying the letter "Jj" and discriminating with other letters</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Routine (similar as above)</li> <li>2. Sharing Information (similar as above)</li> <li>3. Letter/Sound work: "Jj" <ul style="list-style-type: none"> <li>• Pupils make the sound of the letter "Jj"</li> <li>• Pupils give name of classmates and things that begin with the letter "Jj". They also give names of classmates that don't begin with the letters "Bb" and "Jj".</li> </ul> </li> </ol>
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
4			
5	<b>C</b>	<ul style="list-style-type: none"> <li>Express ideas through a variety of symbols (e.g. drawing, invented spelling)</li> </ul>	<ul style="list-style-type: none"> <li>Composing: Writing a class book</li> </ul>
	<b>OL</b>	<ul style="list-style-type: none"> <li>Talk about their written outputs</li> </ul>	

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Teacher's Activities	Learner's Activities
<p>4. Poetry and Letter/Sounds</p> <ul style="list-style-type: none"> <li>Teacher introduces the poem “<i>Adda Maysa a Banag iti Bolsak</i>” (Something in my Pocket). He or she invites pupils to read the poem as a group and individually.</li> <li>Teacher plays a game where pupils guess what’s inside her pocket. These are things beginning with letter “Bb” and “Jj”.</li> </ul> <p>5. Story Retelling</p> <ul style="list-style-type: none"> <li>Teacher presents 5 pictures from the story. He or she asks 5 volunteer pupils to retell the story using their pictures.</li> </ul> <p>6. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher reviews the letter sounds of “Bb” and “Jj”</li> <li>Teacher informs pupils that tomorrow they will make a class book</li> </ul>	<p>4. Poetry and Letter/Sounds</p> <ul style="list-style-type: none"> <li>Pupils read the poem as a group. Some volunteer pupils read the poem individually.</li> <li>Pupils guess what’s inside the teacher’s pocket. Their guesses must be those that begin with either letters “Bb” and “Jj”.</li> </ul> <p>5. Story Retelling</p> <ul style="list-style-type: none"> <li>Pupils talk about the pictures the teacher gives</li> <li>Volunteer pupils retell the story using the pictures</li> </ul> <p>6. Concluding the Session</p>
<p>1. Routine (refer above under Daily Activities)</p> <p>2. Sharing Information (refer above under Daily Activities)</p> <p>3. Shared Writing</p> <ul style="list-style-type: none"> <li>Teacher makes a rough map of the school and ask pupils to label the different parts of the school that they see</li> </ul> <p>4. Independent/Guided Practice</p> <ul style="list-style-type: none"> <li>Teacher guides the pupils in creating a class book about being in first grade. The title is “<i>Adda kami iti Umuna a Tukad</i>” (“We are in First Grade”).</li> <li>Teacher asks pupils to share their works to the classmate beside them. Volunteer pupils share to the whole class.</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher lets pupils discuss the following questions in pairs: “Who helps you in school?” and “How is school like a home?”</li> </ul>	<p>1. Routine (similar as above)</p> <p>2. Sharing Information (similar as above)</p> <p>3. Shared Writing</p> <ul style="list-style-type: none"> <li>Pupils talk about the different places that they see in the school</li> </ul> <p>4. Independent/Guided Practice</p> <ul style="list-style-type: none"> <li>Pupils create a class book guided by the sentence prompts</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Pupils answer the questions raised by the teacher</li> </ul>

**PA** – Phonological Awareness **PWR** – Phonics and Word Recognition

**RC** – Reading Comprehension **S** – Spelling **SS** – Study Skills **V** – Vocabulary Development

## ALDAW

I



## MATERIALS

1. Copy of Read Aloud story: *Ti Agmalem ni Bong*
2. Children's names on small metacards
3. Ilokano Alphabet
4. Cards with vocabulary words

I

## INALDAW A MAARAMID (ROUTINE)

## a. Morning Sign-in

- Once pupils arrive in the morning, they look for their nametags in the basket at the door, then wear or keep them on their desk.
- The teacher's nametag serves as a sample for pupils to see.

## b. Greetings with the "Alphabet Song"

- Teacher introduces the "Alphabet Song" in class. He or she asks pupils to sing with him or her and as he or she points to the letters on the Ilokano alphabet chart.



**Teacher says:** *Agdenggekayo ta kantaek ubbing. Kalpasanna, aggidantayo a mangkanta bayat nga agpalpalakpakayo.* (Listen as I sing the song. Then you sing it with me as you clap your hands.)

***Ti Alpabeto (Alphabet Song)***

By: Mrs. Maria Luisa Nayal

(Darigayos Elementary School, Luna I, La Union)

[(Lima ti paaweng) 2x

*Ti Ilokano alpabeto*] 2x

(A, E, I, O, U) 3x

*Lima ti paaweng*

[(Sangapulo ket lima) (2x)

*Dagiti pauni*] 2x

B, K, D, G, H

L, M, N, NG

P, R, S, T

W ken Y

[(Adda met walo) (2x)

*a bulod a letra*] 2x

[C, F, J, ENYE

Q, V, X, ken Z] 2x

2

## PANAGPIPINNADAMAG (NEWS SHARING)

- Teacher asks pupils to share their names and with whom they live. Ask for 3-5 volunteers.



**Teacher says:** *Ubbing, agibagatayo kadagiti impormasion maipanggep iti bukodtayo a bagi. Ayabak ti sumagmamano kadakayo nga umay ditoy sango tapno mangibinglay.* (Children, let us share some information about ourselves. I will ask some of you to come in front and share.)

- Teacher writes this format on the board or manila paper and models how to answer.

*Siak ni \_\_\_\_\_.* (My name is \_\_\_\_\_.)

*Makipagnanaedak ken ni/ kada \_\_\_\_\_.* (I live with \_\_\_\_\_.)

### Morning News

**Teacher says:** *Ubbing, adda ipadamagko kadakayo. Idi kalman ti panagkasangay ni manangko. Nagpipiknikkami.*

(Children, I have some news to share. Yesterday was my sister's birthday. We went on a picnic.)

*Asino kadakayo ti adda kayatna nga ipadamag? No adda kayatyo nga ipadamag, kastoy a rugianyoy* (Who has some news to share? Start your news sharing by saying):

Start your news sharing by saying):

*"Adda ipadamagko kadakayo. Idi kalman/Idi rabii/Itay bigat \_\_\_\_\_."*  
(“I have some news to share. Yesterday/Last night/This morning \_\_\_\_\_.”)

### NOTES

#### NOTE TO TEACHER

To make sharing of information more interesting, have pupils pair up with a classmate and conduct a dialog.

For example:

A: Do you live with your parents?

B: Of course, I do. How about you?

A: I live with my parents, too. (or A: I live with my Grandmother)

## 3

### PANAGIBASA ITI READ LOUD: TI AGMALEM NI BONG (READING OF THE READ ALOUD STORY: BONG'S DAY)

#### DAGITI ARAMIDEN SAKBAY TI PANAGIBASA (PRE-READING ACTIVITIES)

#### Panangammo iti Dati nga Ammo Dagiti Ubbing (Activating Prior Knowledge)

**Teacher says:** *Ania nga oras ti gagangay a panagriringyo? Nasapa kadi wenno naladaw? Apay a nasayaat ti nasapa a panagriring?*

(What time do you usually wake up? Did you wake up early or late? Why is it good to wake up early?)

#### Panangammo iti Kayat a Sawen Dagiti Balikas (Unlocking of Difficulties)

- Teacher uses pictures, context or gestures to help pupils describe some of the difficult words in the story. Below are some suggested words.

– *makapasalun-at a makmakan (healthy foods)* – *dagiti makapasalun-at a makmakan ket isuda dagiti makan a mangsalakenib kadatayo tapno saantayo a nalaka a kapten ti sakit. Ania kadi pay dagiti banag a mangpasalun-at kadatayo?* (Healthy foods are those that prevent us from getting sick easily. What kinds of things help us to be healthy?)

**NOTE TO TEACHER**

- Teacher reminds pupils that a treat can be other things that are given not just pertaining to foods.

– **sarabo (treats)** – *Ammok a kayatyo no adda mangisangbet iti sarabo para kadakayo. Ti sarabo ket mabalin a naisangsangayan a makmakan a naggapu kadagiti gagayem wenno miembro iti familia tayo. Napadasanyo kadin ti immawat iti sarabo?* (When someone brings something yummy to eat, you enjoy the treat. Treats may be special foods that a friend or family member gives you. Has anyone been given a treat?)



**Teacher says:** *Bayat ti panangbasak iti istoria, dumngeg a nalaiing kangrunaanna kadagitoy a balikas. Pagsasaritaantayonto dagitoy inton umay a lawas.* (As I read the story to you, listen for these words. We will be talking about them more later in the week.)

- Teacher lets pupils read the vocabulary words written on flash cards. Teacher asks pupils to pay attention to these words during the reading of the story.

### ***Panagpugto ken Panangisagana iti Panggep ti Ibasa nga Isteria* (Predicting and Setting a Purpose for Reading)**

- Teacher shows cover of the book and asks pupils questions to talk about it.



**Teacher says:** *Kitaenyo ti akkub ti libro. Ania ti makitayo? Asino wenno ania ti kangrunaan nga agbibigay iti istoria? . . . Ania ti paulo ti istoria? Asino ti autor? . . . Asino ti nangiladawan wenno ilustrador?* (Look at the cover of the book. What do you see? Who is the main character in the story? . . . What is the title of the story? Who is the writer? . . . Who is the illustrator?)

- Teacher reads the title and give the names of the author and the illustrator.



**Teacher says:** *Ti istoria ita nga aldaw ket Ti Agmalem ni Bong. Sinurat daytoy ni Rene O. Villanueva ken inladawan ni Nemcy C. Cruz.* (Our story for today is Bong's Day. It was written by Rene O. Villanueva and illustrated by Nemcy C. Cruz.)

Motive Question: What activities does Bong do every day?

### **DAGITI ARAMIDEN BAYAT TI PANAGIBASA (DURING READING ACTIVITIES)**

- Teacher reads the story pausing at different pages to check pupils' comprehension and focus on some significant parts of the story. Below are some suggested pages.

#### **Pages 2-3**

Before reading the text, draw attention to the time on the clock and the illustration and ask the children what they can see.



**Teacher asks:** *Ania ti orasen? Ania ngata ti ibaga ni Nanang ken ni Bong?* (What time is it? What do you think Mother tells Bong?)

- Teacher reads the text on page 2.

**Pages 8-9**

Before reading the text on page 8, draw attention to the time on the clock and the illustration and ask the children what they can see.

**Teacher asks:** *Ania ti orasen? Ania ti inaramid ni Bong iti alas nuebe iti bigat?* (What time is it? What does Bong do at 9 AM?)

- Teacher reads the text on page 8.

**Pages 14-15**

Before reading the text on page 14, draw attention to the time on the clock and the illustration and ask what Bong is doing.

**Teacher asks:** *Ania ti orasen? Ania ti inaramid ni Bong iti alas dose iti tengnga ti aldaw?* (What time is it? What does Bong do at noon?)

- Teacher reads the text on page 14.

**Pages 18-19**

Before reading the text on page 18, draw attention to the time on the clock and the illustration and ask what is happening.

**Teacher asks:** *Ania ti orasen? Ania ti imbaga ni nanangna iti alas dos iti malem? Ania met ngata ti imbaga ni Bong?* (What time is it? What does mother tell Bong at 2 PM? What do you think Bong says?)

- Teacher reads the text on page 18.

**Pages 22-23**

Before reading the text on page 22, draw attention to the time on the clock and the illustration and ask what is happening.

**Teacher asks:** *Ania ti orasen? Ania ti inaramid ni Bong iti alas seis iti sardam? Ania ngata ti adda iti bag ni tatangna a para ken ni Bong?* (What time is it? What does Bong do at 6 PM? What do you think Father has in the bag for Bong?)

**DAGITI ARAMIDEN KALPASAN TI PANAGIBASA  
(AFTER READING ACTIVITIES)**

- Teacher asks pupils questions about the story. Below are some examples:
  - *Ania nga oras nga agriing ni Bong?*  
(What time does Bong wake up?)
  - *Ania nga oras nga agdigos ni Bong?*  
(What time does Bong take a bath?)
  - *Ania nga oras a mamigat ni Bong?*  
(What time does Bong eat breakfast?)
  - *Ania nga oras a mapan ni Bong idia eskuela?*  
(What time does Bong go to school?)

**NOTES**

## NOTES

- *Ania ti ar-aramiden ni Bong iti alas onse iti aldaw?*  
(What does Bong do at 11:00 o'clock?)
- *Ania ti ar-aramiden ni Bong iti alas dose iti aldaw?*  
(What time does Bong do at 12:00 noon?)
- *Ania ti ar-aramiden ni Bong iti ala una iti malem?*  
(What does Bong do at 1:00 o'clock?)
- *Ania ti ar-aramiden ni Bong idi alas dos iti malem?*  
(What does Bong do at 2:00 o'clock?)

- Teacher models sentence prompt:



**Teacher says:** *Ania a paset ti agmalem ti pagaayat ni Bong?*  
(What do you think is the best part of Bong's day?)

*Ti pagaayat ni Bong a paset iti agmalem ket \_\_\_\_\_.*  
(The best part of Bong's day is \_\_\_\_\_.)

- Teacher models writing by completing the sentence.

## 4

### PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- Teacher thanks the class for sharing their ideas about the story and tells them that tomorrow they will have more opportunities to share to the group their thoughts about the story.

## ALDAW

## 2



## MATERIALS

1. Copy of Read Aloud story: *Ti Agmalem ni Bong*
2. Children's names on small metacards
3. Ilokano Alphabet
4. Cards with vocabulary words

## I

### INALDAW A MAARAMID (ROUTINE)

#### a. Morning Sign-in

- Teacher asks pupils to continue their morning sign-in activity as in Day 1.

#### b. Greetings with the "Alphabet Song"

- Teacher asks pupils to continue learning the Alphabet Song.

## 2

### PANAGPIPINNADAMAG (NEWS SHARING)

- Teacher asks pupils to continue sharing news or information as in Day 1.

#### Morning News

- Teacher shares some of her own news and calls on 3 to 5 children who did not share on Day 1 to share some news.



**Teacher says:** *Asino kadakayo ti agipadamag. Kastoy a rugianyo ti panagipadamago* (Who have some news to share? Start your news sharing by saying):

“Adda ipadamagko kadakayo. Idi kalman/Idi rabii/Itay bigat \_\_\_\_\_.”  
(I have some news to share. Yesterday/Last night/This morning \_\_\_\_\_.)

## NOTES

## 3

### PANANGIBASA MANEN ITI ISTORIA: TI AGMALEM NI BONG (RE-READING OF THE READ ALOUD STORY: TI AGMALEM NI BONG)

- Teacher rereads the story then asks the following questions.
  - *Ania nga oras nga agrirring ni Bong?*  
(What time does Bong wake up?)
  - *Ania nga oras a mammigat ni Bong?*  
(What time does Bong eat breakfast?)
  - *Ania nga oras a mapmapan ni Bong iti eskuela?*  
(What time does Bong go to school?)
  - *Ania nga oras ti panagbasa ni Bong iti eskuela?*  
(What time does Bong learn to read in school?)
  - *Ania nga oras ti panagawid ni Bong?* (What time does he go home?)
  - *Ania nga oras ti panagay-ayam ni Bong iti linnemmengan?*  
(What time does he play hide-and-seek?)
  - *Ania nga oras ti panagawid ti tatang ni Bong?*  
(What time does his father come home from work?)
  - *Ania oras ti pannaturog ni Bong?* (What time does he sleep?)

## 4

### PANGSUPOORTA NGA AKTIBIDAD (REINFORCEMENT ACTIVITY)

**Teacher says:** *Grupuenkayo iti lima. Tunggal grupo, adda aramidenna. Tunggal grupo, mangdrowing iti ladawan, isurat ti oras ken ti ar-aramiden ni Bong.* (I will divide the class into 5 groups. Each group will do one task. Each group will draw a picture, label it with the time, and write the activity that Bong is doing.)



- Teacher writes on the board the time and the activity that each group will draw as she gives the tasks for each group.
  - *Umuna a Grupo* (Group 1): *Daytoy a grupo ket idrowingda ni Bong a mangmangan iti pamigatna iti alas siete iti bigat.*  
(This group will draw Bong who eats his breakfast at 7 AM.)
  - *Maikadua a Grupo* (Group 2): *Daytoy a grupo ket idrowingda ni Bong nga adda iti klasena iti alas nuebe iti bigat.*  
(This group will draw Bong participating in his class at 9 AM.)
  - *Maikatlo a Grupo* (Group 3): *Daytoy a grupo ket idrowingda ni Bong nga agbasbasa iti libro iti klasena iti alas onse iti bigat.*  
(This group will draw Bong who reads in class at 11 AM.)

## NOTES

- *Maikapat a Grupo* (Group 4): *Daytoy a grupo ket idrowingda ni Bong nga agay-ag-ayam iti kinnirit wenno linnemmengan iti alas kuatro iti malem.* (This group will draw Bong who plays hide-and-seek at 4 PM.)
- *Maikalima a Grupo* (Group 5): *Daytoy a grupo ket idrowingda ni Bong a matmaturogen iti alas otso iti rabii.* (This group will draw Bong who sleeps at 8 PM.)
- Remind the pupils the guidelines during small group activities like:
  - *Mangpili iti mangidaulo.* (Choose a leader.)
  - *Makitunos ken makipartisipar a nalaing.* (Cooperate. Participate actively.)
  - *Dumngeg iti ibaga wenno isingasing ti dadduma.* (Be open to suggestions.)
- Teacher assigns the pupils a corner to meet and work. He or she goes around as they practice and complete their tasks.

## 5

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher assigns areas in the walls in the classroom where groups can display their work. He or she asks groups to display their works.

He or she informs the rest of the class that during break time, they can look at each other's work. He or she leads the class to cheer or clap for a job well done.

## ALDAW

## 3

## I

**INALDAW A MAARAMID (ROUTINE)****a. Morning Sign-in**

- Teacher asks pupils to continue their morning sign-in activity as in Day 1.

**b. Greetings with the Alphabet Song**

- Teacher asks pupils to continue learning the Alphabet Song.

## 2

**PANAGPIPINNADAMAG (NEWS SHARING)**

- Teacher asks pupils to continue sharing news or information as in Day 1.



## Morning News

- Teacher shares some of her own news and calls on 3-5 children who did not share on Day 1 to share some news.
  - *Asino kadakayo ti agipadamag? Kastoy a rugianyo ti panagipadamagyo:* (Who have some news to share? Start your news sharing by saying):
  - *“Adda ipadamagko kadakayo. Idi kalman/Idi rabii/Itay bigat\_\_\_\_\_”* (I have some news to share. Yesterday/Last night/This morning \_\_\_\_\_.)

### 3

## UNI TI LETRA (LETTER SOUND WORK)

### a. Letter/Sound Work “Bb” from “*Ti Agmalem ni Bong*”

Before introducing the activity and rereading the story, the teacher opens the book to pages 26-27.

**Teacher says:** *Apay ngata nga adda ti letra B iti idda ni Bong? Ania ti uni ti letra B? Iti Alfabeto, ammotayo nga adda letra B ket /b/ ti uni na a kas adda iti sao a “balay.” Ti sao a balay ket mangrugi iti /b/. Mangrugi met kadi ti nagan ni Bong iti /b/ nga uni?* (Why do you think there is a “B” on Bong’s bed? What sound does the letter B make? From our alphabet chart in Ilokano, we know that the letter “B” makes the sound of /b/ like in the word balay. Balay begins with the sounds of /b/. Does Bong’s name begin with the /b/ sound?)

- Teacher shows the chart below and tells the pupils that as he or she rereads the story, *Ti Agmalem ni Bong*, their job is to look for words that begin with the same letter and sound as Bong’s name, “B” and /b/.

**Teacher says:** *Bayat ti panangbasak iti istoria, isuratyo iti notbuk wenno idrowningyo ti ladawan a no madlanyo, ti naganna ket mangrugi iti letra “B.”* (As I read the story, write down in your notebook or draw a picture any word that you notice begins with the letter “B” and has the /b/ beginning sound.)

- Teacher reads the story stopping to point out pictures or words that begin with “B” /b/.
- Teacher asks for pupils to give words from the story that start with “B” and write them in column one.
- Teacher asks pupils to think of names of pupils in the class whose names begin with the letter “B.”

## NOTES



### MATERIALS

1. Copy of Read Aloud story: *Ti Agmalem ni Bong*
2. Children’s names on small metacards
3. Alphabet in Ilokano
4. Cards with vocabulary words
5. Graphic organizer on manila paper



## NOTES



**Teacher Asks:** *Asino kadagiti kameng ti pamiliayo wenno gagayyemyo ti mangrugi ti naganda iti letra “B”? Isurat dagiti naganda iti kolum 2.* (Who among your family members or friends have names that begin with the letter “B”? Write them in column 2.)

- Teacher asks for pupils to think of names of pupils in the class whose names DO NOT begin with the letter “B.” He or she fills in column three.

**“B” para iti Tsart ni Bong (“B”is for Bong Chart)**

<i>Dagiti balikas iti istoria a mangrugi iti letra “B” ken /b/ ti unina.</i> (Words in the story that begin with letter “B” and the /b/ sound.)	<i>Nagan dagiti estudiante a mangrugi iti letra “B” ken /b/ ti unina.</i> (Names of pupils whose name begins with letter “B” and the /b/ sound.)	<i>Nagan dagiti estudiante a mangrugi iti sabali a letra a saan a “B.”</i> (Names of pupils that start with letters other than “B.”)
<i>Pagtuladan</i> (Example): Bong	<i>Pagtuladan</i> (Example): Boboy	<i>Pagtuladan</i> (Example): Carlos
<i>balay</i> (house)	Beth	
<i>bigat</i> (morning)	Bert	

## 4

## BOKABULARIO (VOCABULARY)

- From the word cards already on the board, teacher reviews the vocabulary words: *makapasalun-at a makmakan, makipaset/ makipartisipar, sarabo/pasarabo*

Suggested activities teacher can do:

Sentences with blanks

Ex: Vegetables are \_\_\_\_\_ food.

Children \_\_\_\_\_ in singing *Ti Alpabeto*.

Uncle Fred gave us an ice cream \_\_\_\_\_ at the mall.

Present pictures of food, healthy and unhealthy things to do and ask pupils to put them in the right column

Examples of food: soft drinks, banana, egg, pechay, candies, chippy, and etc.

## NOTE TO TEACHER

- Teacher reminds pupils that treats can be other things that are given not just pertaining to foods.

<b>Makapasalun-at (Healthy)</b>	<b>Saan a makapasalun-at (Unhealthy)</b>
carrots	candy
<i>Nasapa a pannaturog tapno nasapa a makariing</i> (sleeping early to wake up early)	<i>Naladaw a pannaturog gapu iti panagbuya iti television</i> (Staying up late due to watching TV)

NOTES

5

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher reads each entry on “healthy” and “unhealthy” columns in the chart and asks students to raise their hands if they are doing these things.

He or she reminds them to always be mindful about doing things to keep their bodies healthy. He or she tells them that when they go home, they have to talk to their family about what they must do to become healthy.

I

**INALDAW A MAARAMID (ROUTINE)**

**a. Morning Sign-in**

- Teacher asks pupils to continue their morning sign-in activity as in Day 1.

**b. Greetings with the Alphabet Song**

- Teacher asks pupils to continue learning the Alphabet Song.

2

**PANAGPIPINNADAMAG (NEWS SHARING)**

- Teacher asks pupils to continue sharing news or information as in Day 1.

**Morning News**

- Teacher shares some of her own news and calls on 3-5 children who did not share on Day 1 to share some news.

*Asino kadakayo ti agipadamag? Kastoy a rugianyoy ti panagipadamagyo*  
(Who have some news to share? Start your news sharing by saying): *“Adda ipadamagko kadakayo. Idi kalman/Idi rabii/Itay bigat \_\_\_\_\_.”* (“I have some news to share. Yesterday/Last night/This morning \_\_\_\_\_.”)

3

**LETTER/SOUND WORK**

**a. Class Name Chart**

- Teacher has the chart below posted. He or she refers to the chart as he or she introduces the activity.
- Teacher gives pupils practice in saying words with the letter “Bb.” This may include phrases and sentences. Then present letter “Jj” and produce the sound.

ALDAW

4



**MATERIALS**

- Copy of Read Aloud story: *Ti Agmalem ni Bong*
- Children’s names on small metacards
- Ilokano Alphabet
- Cards with vocabulary words
- Graphic organizer on manila paper

## NOTES

## NOTE TO TEACHER

- Some names may begin with “J” but has the /h/ sound, like Juan or Julia. Teacher explains that not all names that begin with the letter “J” have the /j/ sound as in “jeepney.” There are some exceptions to this.

- Teacher asks pupils to think of names of pupils in the class whose names begin with the letter “J” or the /j/ sound. If there are few examples, ask them to think about their family or friends—do they know someone whose name begins with the letter “J” or the /j/ sound? Fills in column two.
- Teacher asks for pupils to think of names of pupils in the class whose names DO NOT begin with the letter “B” or “J.” He or she fills in column three.

**“B” para iti Tsart ni Bong (“B” is for Bong Chart)**

<i>Dagiti balikas iti istoria a mangrugi iti letra “B” ken /b/ ti unina. (Words in the story that begin with letter “B” and the /b/ sound.)</i>	<i>Nagan dagiti estudiante a mangrugi iti letra “B” ken /b/ ti unina. (Names of pupils whose name begins with letter “B” and the /b/ sound.)</i>	<i>Nagan dagiti estudiante a mangrugi iti sabali a letra a saan a “B.” (Names of pupils that start with letters other than “B.”)</i>
<i>Pagtuladan (Example): Bong</i>	<i>Pagtuladan (Example): Boboy</i>	<i>Pagtuladan (Example): Carlos</i>
<i>balay (house)</i>	Beth	
<i>bigat (morning)</i>	Bert	

**“J” para iti Jeepney Tsart ( “J” is for Jeepney Chart)**

<i>Nagan dagiti estudiante a mangrugi iti letra “J” ken /j/ ti unina. (Names of pupils whose name begins with letter “J” and the /j/ sound.)</i>	<i>Nagan dagiti estudiante a mangrugi iti sabali a letra a saan a “B” ken “J.” (Names of pupils that start with letters other than “B” or “J.”)</i>
Jill	Carlos
Jackie	
Jet Li	

**b. Poetry and Letter/Sounds**

**Teacher says:** *Adda basaek nga ababa a daniv. Dumngegkayo a nasayaat. Kalpasanna, aggigiddantayo a mangbasa.* (I will read to you a short poem. Listen carefully. Then I will ask you to read it with me.)

- Teacher reads the poem and points to the individual words with a pointer or his or her finger as he or she reads.

NOTES

- *Adda maysa a banag iti bolsak.* (Something in my pocket.)
- *Adda maysa a banag iti bolsak.* (I have something in my pocket.)
- *Kayatko a pugtuanyo.* (And I want you all to guess.)
- *Ania ti adda iti bolsak?* (What is in my pocket?)
- *Iti bolsa ti napintas a bestidak/pantalonko?*  
(Of my nice new dress/pants?)

**Teacher says:** *Maipanggep iti ania ti danin?*  
(What is the poem about?)

- After the teacher reads the poem, she invites the pupils to recite the poem as a group. Teacher may also ask a volunteer pupil who can recite the poem individually.

**Teacher says:** *Ita, basaentayo ti danin ket kayatko a pugtuanyo no ania ti adda iti bolsak. Adda itedko a pagibasanyo inton malpas ti panangbasatayo iti danin. No kayatyo a pugtuan, kastoy ti ibagayo: Dayta kadi ket \_\_\_\_\_?* (Now, we are going to recite the poem and this time I want you to guess what I have in my pocket. I will give you a clue after we say the poem. If you want to make a guess as to what the secret is, use these words:  
Is it a \_\_\_\_\_?)

Teacher should have an object or picture of an object in her pocket. After the pupils and teacher recite the poem. The teacher gives a clue by saying it begins with the letter “B” or “J.” As the objects are guessed, add the words to the chart that was used in the previous activity.

**Teacher says:** *Subliantayo ti Tsart ket inayon dagiti nagan dagiti bambanag a mangrugi iti /b/ wenno /j/ a masapulanyo iti bolsak.*  
(I am going back to our chart and add the names of the objects that you found in my pocket that begin with the letter “B” or sound /b/ or the letter “J” or the /j/ sound.)

**“J” para iti Jeepney Chart (“J” is for Jeepney Chart)**

<b>Dagiti balikas a mangrugi iti letra “B” ken “J” ken addaanda iti uni a /b/ken /j/. (Words that begin with letters “B” and “J” and the sounds /b/ and /j/.)</b>	<b>Nagan dagiti estudiante a mangrugi iti letra “J” ken /j/ ti unina. (Names of pupils whose name begins with letter “J” and the /j/ sound.)</b>	<b>Nagan dagiti estudiante a mangrugi iti sabali a letra a saan a “B” ken “J.” (Names of pupils that start with letters other than “B” or “J.”)</b>
<i>Pagtuladan</i> (Example)	<i>Pagtuladan</i> (Example)	<i>Pagtuladan</i> (Example)
balay (house)	Jill	Carlos
jackstone		

## NOTES

## 4

**PANANGISTORIA MANEN ITI READ ALOUD  
(RETELLING OF THE READ ALOUD)**

**Teacher says:** *Pagsasaritaantayo dagitoy iggemko a ladawan maipapan iti istoria. Ibagayo no ania ti makitayo iti tunggal ladawan.*

(I have here some pictures about the story. Let's talk about them. Tell me what you see in each of the pictures?)

- The teacher calls on five pupils to describe what they see in the picture. If they need help, teacher asks their seatmate to also respond.



**Teacher says:** *Mangayabak ti lima kadakayo a mangibaga iti istoria ni Bong babaen dagitoy a ladawan. Ikkankayo iti sumagmamano a minuto a mangurnos iti bagbagiyo iti husto a panagsasaganad. Asino ti akin-iggem iti ladawan nga umuna iti istoria? Maikadua? Maikatlo? Maikapat? Maikalima?*

(I am going to ask five pupils to tell the story of Bong using these pictures. I will give you few minutes to arrange yourselves in the correct order. Whose picture comes first in the story? Second? Third? Fourth? Fifth?)

- Teacher asks the class for volunteers to begin retelling the story using picture 1. Another student goes on to picture 2 and so on.
- Teacher scaffolds pupils as they tell the story.

## 5

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

**Teacher says:** *Sakbay a leppasentayo ti klase, ulitentayo man dagiti bambanag nga intay nakita iti bolsak. Bambanag a mangrugi it iletra "B" a ti unina ket /b/ ken letra "J" a ti unina met ket /j/. (Before we leave, I want to review the things that I found in my pocket today that begins with letter "Bb" or the letter "J".*

*Inton bigat, isurattayo ti umuna a librotayo ditoy klase. Sigurado a magustuanyonto daytoy. (Tomorrow, we are going to write our first class book which will be a lot of fun!)*

1

## INALDAW A MAARAMID (ROUTINE)

### a. Morning Sign-in

- Teacher asks pupils to continue their morning sign-in activity as in Day 1.

### b. Greetings with the “Alphabet Song”

- Teacher asks pupils to continue learning the Alphabet Song.

2

## PANAGPIPINNADAMAG (NEWS SHARING)

- Teacher asks pupils to continue sharing news or information as in Day 1.

### Morning News

- Teacher shares some of her own news and calls on 3 to 5 children who did not share on Day 1 to share some news.

*Asino kadakayo ti agipadamag? Kastoy a rugianyo ti panagipadamagyo*  
(Who have some news to share? Start your news sharing by saying):

*“Adda ipadamagko kadakayo. Idi kalman/Idi rabii/Itay bigat \_\_\_\_\_.”*  
(I have some news to share. Yesterday/Last night/This morning \_\_\_\_\_.)

3

## PANAGSUBLI ITI READ ALOUD: TI AGMALEM NI BONG (RETURNING TO THE READ ALOUD STORY: “BONG’S DAY”)

- Teacher divides the class into 6-7 groups. Then, he or she gives each group a clock or time based on Bong’s day.
- Teacher asks each group to describe or talk about the given time.

4

## PANAGARAMID ITI LIBRO (BOOK MAKING)

- Using the same group as previous activity, teacher asks pupils to make a class book.
- Each group will make a drawing of what they do at that specific time.
- Teacher asks pupils to be ready to present their work in class.

ALDAW

5



### MATERIALS:

- Copy of Read Aloud story: *Ti Agmalem ni Bong*
- Children’s names on small metacards
- Ilokano Alphabet
- “Something in my Pocket” Poem

## NOTES

## 5

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

**Exit Slip Questions:** *Asino ti mangtultulong kadakayo ditoy pagadalan?*

*Ti pagadalan kadi ket kasla met laeng pamilya?*

(Who helps you in school? How is school like a family?)

- Teacher may provide cards for children to write their responses.

Think-pair-share may be done. Share with your partner/seatmate your responses to the above-questions.)

**Assessment:**

- Teacher may observe any of the following:
  - participation in class discussion
  - contributions to class chart/book
  - quality responses to questions
  - contributions to partner/group activities
  - writing and contribution to class book



WEEK

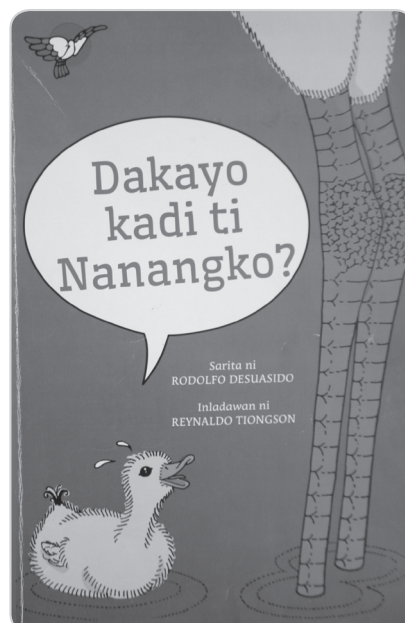
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## TEACHER'S GUIDE

# GRADE 1 MOTHER TONGUE ILOKANO

**THEME: SIAK KEN TI PAMILIAK (ME AND MY FAMILY)**

**READ ALOUD STORY: DAKAYO KADI TI NANANGKO?  
(ARE YOU MY MOTHER?)**



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 1  
ILOKANO  
QUARTER 1, WEEK 2 (50 MINUTES PER DAY)**

**Theme: *Siak ken ti Pamiliak (Me and My Family)***

**Read Aloud Book: *Dakayo Kadi ti Nanangko? (Are You My Mother?)***

*Written by Rodolfo Desuasido and illustrated by Reynaldo Tiongson*

Day	Domain	Objectives	Subject Matter
Daily	<b>OL</b>	<ul style="list-style-type: none"> <li>Talk about oneself and personal experiences</li> <li>Use common expressions and polite greetings</li> <li>Sing in groups familiar song</li> </ul>	<ul style="list-style-type: none"> <li>Morning Sign in: Look for Your Name</li> <li>Greetings with the “Alphabet Song”</li> <li>Sharing Information</li> <li>Morning News</li> </ul>
	<b>BPK</b>	<ul style="list-style-type: none"> <li>Use the terms referring to conventions of print: front and back cover, title page, author-illustrator</li> <li>Notice connection between pictures and text</li> </ul>	<ul style="list-style-type: none"> <li>Read Aloud: <i>Dakayo Kadi ti Nanangko?</i> (Are You My Mother?)</li> <li>Reading Activity for Read Aloud               <ul style="list-style-type: none"> <li>a. Pre-Reading Activities</li> <li>b. During Reading Activities</li> <li>c. After Reading Activities</li> </ul> </li> </ul>
	<b>ATR</b>	<ul style="list-style-type: none"> <li>Listen attentively and react positively during story reading</li> </ul>	
	<b>LC</b>	<ul style="list-style-type: none"> <li>Note important details in grade level narrative texts listened to:               <ul style="list-style-type: none"> <li>[1] character;</li> <li>[2] settings; and</li> <li>[3] events</li> </ul> </li> </ul>	
	<b>V</b>	<ul style="list-style-type: none"> <li>Give meanings of words through picture clues</li> <li>Use vocabulary referring to people and animals</li> </ul>	

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading  
**BPK** – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness  
**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p>1. Routine</p> <p>a. Morning Sign-in</p> <ul style="list-style-type: none"> <li>Teacher prepares nametags or name cards with pupils' names and as they enter, each pupil looks for his or her name and wears it or keeps it in desk</li> </ul> <p>b. Greetings with "Alphabet Song"</p> <ul style="list-style-type: none"> <li>Teacher introduces the "Alphabet Song" and asks pupils to sing</li> </ul> <p>2. Sharing Information</p> <p>a. Sharing about family members</p> <ul style="list-style-type: none"> <li>Teacher asks for volunteer pupils to share about who they live with</li> </ul> <p>b. Morning News</p> <ul style="list-style-type: none"> <li>Teacher asks pupils to share some news</li> </ul>	<p>1. Routine</p> <p>a. Morning Sign-in</p> <ul style="list-style-type: none"> <li>Pupils pick their names from a basket of name cards and wear them/put in desk</li> </ul> <p>b. Greetings with "Alphabet Song"</p> <ul style="list-style-type: none"> <li>Pupils sing the "Alphabet Song" as review of the alphabets</li> </ul> <p>2. Sharing Information</p> <p>a. Sharing about who they live with</p> <ul style="list-style-type: none"> <li>Pupils volunteer to talk about their family members</li> </ul> <p>b. Morning News</p> <ul style="list-style-type: none"> <li>Pupils share news with partners</li> </ul>
<p>1. Routine (refer above under Daily Activities)</p> <p>2. Sharing Information (refer above under Daily Activities)</p> <p>3. Reading Activity – Read Aloud</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher unlocks difficult words</li> <li>Teacher gives motivation activity</li> <li>Teacher gives motive question/s</li> <li>Teacher talks about the book cover, title, author, and illustrator</li> </ul>	<p>1. Routine (similar as above)</p> <p>2. Sharing information (similar as above)</p> <p>3. Reading Activity – Read Aloud</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils identify and/or talk about the pictures from the story</li> <li>Pupils volunteer to answer motivation question/s</li> <li>Pupils talk about the cover and identify the title, author, and illustrator</li> </ul>

**PA** – Phonological Awareness   **PWR** – Phonics and Word Recognition  
**RC** – Reading Comprehension   **S** – Spelling   **SS** – Study Skills   **V** – Vocabulary Development

Day	Domain	Objectives	Subject Matter
I	V		
2	LC	<ul style="list-style-type: none"> <li>Note important details in grade level narrative texts listened to: [1] character; [2] settings; and [3] events</li> <li>Retell the story orally using pictures as clues</li> </ul>	<ul style="list-style-type: none"> <li>Read Aloud: <i>Dakayo Kadi ti Nanangko? (Are You My Mother?)</i></li> <li>Story retelling through a story map</li> </ul>

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading  
**BPK** – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness  
**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher reads the story and pauses at certain points to ask questions</li> </ul> <p><i>After Reading Activity</i></p> <ul style="list-style-type: none"> <li>Teacher gives a summary of the events in the story</li> <li>Teacher asks pairs to discuss some questions and gives them guided format for interviewing each other</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives some questions for pupils to answer</li> <li>Teacher tells pupils that they will read the story again tomorrow</li> </ul>	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils listen attentively to the story</li> <li>Pupils participate in during reading activities by answering questions during pauses and making predictions</li> </ul> <p><i>After Reading Activity</i></p> <ul style="list-style-type: none"> <li>Pupils fill in the blanks to finish a summary</li> <li>Pupils discuss questions related to the family</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Pupils answer questions about the story</li> </ul>
<p>1. Routine (refer above under Daily Activities)</p> <p>2. Sharing Information (refer above under Daily Activities)</p> <p>3. Rereading of the Story</p> <ul style="list-style-type: none"> <li>Teacher leads the group in reading the story. He or she divides the class and assigns each group a line (one for duckling and other for the animal it meets).</li> </ul> <p>4. Whole Group Activity: Modelling and Retelling using a Story Map</p> <ul style="list-style-type: none"> <li>Teacher shows pictures and asks pupils to retell specific parts of the story with the pictures as clues</li> <li>Teacher writes as pupils dictate the story</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher talks about the ending of the story</li> <li>Teacher tells pupils that they will act out the story tomorrow</li> </ul>	<p>1. Routine (similar as above)</p> <p>2. Sharing Information (similar as above)</p> <p>3. Rereading of the Story</p> <ul style="list-style-type: none"> <li>Pupils read their assigned parts in the story by group</li> </ul> <p>4. Whole Group Activity: Modelling a Retelling using a Story Map</p> <ul style="list-style-type: none"> <li>Pupils retell the story using pictures as clues</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Pupils talk about the ending of the story</li> </ul>
<p><b>PA</b> – Phonological Awareness   <b>PWR</b> – Phonics and Word Recognition  <b>RC</b> – Reading Comprehension   <b>S</b> – Spelling   <b>SS</b> – Study Skills   <b>V</b> – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
3	PWR	<ul style="list-style-type: none"><li>• Give the name and sound of target letters</li><li>• Identify upper case and lower case letters</li><li>• Give words that begin with the target letters</li></ul>	<ul style="list-style-type: none"><li>• Read Aloud: <i>Dakayo Kadi ti Nanangko? (Are You My Mother?)</i></li><li>• Letter “Mm”</li></ul>
	PA	<ul style="list-style-type: none"><li>• Give the beginning letters of words</li></ul>	
4	PWR	<ul style="list-style-type: none"><li>• Give the name and sound of target letters</li><li>• Identify upper case and lower case letters</li><li>• Give words that begin with the target letters</li></ul>	<ul style="list-style-type: none"><li>• Letter “Aa”</li></ul>
	PA	<ul style="list-style-type: none"><li>• Give the beginning letters of words</li></ul>	

**DOMAINS:** **AK** – Alphabet Knowledge   **ATR** – Attitude Towards Reading  
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**HW** – Handwriting   **LC** – Listening Comprehension   **OL** – Oral Language

Teacher's Activities	Learner's Activities
1. Routine (refer above under Daily activities) 2. Sharing Information (refer above under Daily activities) 3. Group Presentations and Story Discussion <ul style="list-style-type: none"> <li>Teacher divides pupils into groups and assigns them roles from the story</li> </ul> 4. Name Chart <ul style="list-style-type: none"> <li>Teacher introduces the letter "Mm" using the story as springboard</li> <li>Teacher gives skills activities</li> </ul> 5. Concluding the Session <ul style="list-style-type: none"> <li>Teacher gives pupils family words to copy for review</li> <li>Teacher tells pupils that they will learn a new letter tomorrow</li> </ul>	1. Routine (similar as above) 2. Sharing Information (similar as above) 3. Group Presentations and Story Discussion <ul style="list-style-type: none"> <li>Pupils act out the story based on group assignments</li> </ul> 4. Name Chart <ul style="list-style-type: none"> <li>Pupils identify words that begin with the letter "Mm"</li> <li>Pupils give the sound of the letter "Mm"</li> <li>Pupils practice writing the letter "Mm"</li> </ul> 5. Concluding the Session <ul style="list-style-type: none"> <li>Pupils copy the family words on their notebooks for review</li> </ul>
1. Routine (refer above under Daily Activities) 2. Sharing Information (refer above under Daily Activities) * <i>May be changed if a poem/song/activity is introduced to meet some of the objectives identified</i> 3. Target letter: "Aa" <ul style="list-style-type: none"> <li>Teacher introduces target letter "Aa" using the story as springboard</li> <li>Teacher gives skills activities for the letter "Aa"</li> </ul> 4. Concluding the Session <ul style="list-style-type: none"> <li>Teacher lets pupils sing the Alphabet Song</li> <li>Teacher reminds pupils of the two letters they have learned</li> </ul>	1. Routine (similar as above) 2. Sharing Information (similar as above) 3. Target letter: "Aa" <ul style="list-style-type: none"> <li>Pupils give the sound of the letter "Aa"</li> <li>Pupils give words that begin with the letter "Aa"</li> </ul> 4. Concluding the Session <ul style="list-style-type: none"> <li>Pupils sing the Alphabet Song</li> </ul>
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
5	<b>PWR</b>	<ul style="list-style-type: none"> <li>Give words that begin with the target letters</li> </ul>	<ul style="list-style-type: none"> <li>Letters “Mm” and “Aa”</li> </ul>
	<b>C</b>	<ul style="list-style-type: none"> <li>Express ideas through a variety of symbols (e.g. drawings, invented spelling)</li> </ul>	<ul style="list-style-type: none"> <li>Composing Activity: Writing and drawing about self and mother</li> </ul>
<b>DOMAINS:</b> <b>AK</b> – Alphabet Knowledge <b>ATR</b> – Attitude Towards Reading <b>BPK</b> – Book Print Knowledge <b>C</b> – Composition <b>F</b> – Fluency <b>G</b> – Grammar Awareness <b>HW</b> – Handwriting <b>LC</b> – Listening Comprehension <b>OL</b> – Oral Language			



Teacher's Activities	Learner's Activities
1. Routine (refer above under Daily Activities) 2. Sharing Information (refer above under Daily Activities) * <i>May be changed if a poem/song /activity is introduced to meet some of the objectives identified</i> 3. Review of Target Letters: "Eye Spy Game" • Teacher introduces the "Eye Spy Game" focusing on words that begin with the letters "Mm" and "Aa" 4. Guided Writing • Teacher models writing sentences using the Family Word Wall previously introduced 5. Guided Practice: Making a Class Book • Teacher asks pupils to make a class book about themselves and their mothers • Teacher asks for volunteer pupils to present 6. Concluding the Session • Teacher asks pupils to share stories about families to a partner	1. Routine (similar as above) 2. Sharing Information (similar as above) 3. Review of Target Letters: "Eye Spy Game" • Pupils participate in the game 4. Guided Writing • Pupils complete sentences modeled by the teacher 5. Guided Practice • Pupils will draw a picture of themselves and their mothers • Pupil show their works to the class 6. Concluding the Session • Pupils share stories about their families with partners
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

## ALDAW

I



## MATERIALS

1. Copy of Read Aloud story: *Dakayo Kadi ti Nanangko?*
2. Children's names on small metacards
3. Ilokano Alphabet
4. Cards with vocabulary words

I

## INALDAW A MAARAMID (ROUTINE)

## a. Morning Sign-in

- Upon arriving, pupils look for their nametags in the basket at the door then wear or keep them on their desk.
- The teacher's name serves as a sample for students to see.

b. *Danin Wenno Kanta* (Rhyme Or Song)

- Teacher reviews the Alphabet Song in class. He or she asks the pupils to sing with him or her and as he or she points to the letters on the alphabet chart.

**Ti Alpabeto (Alphabet Song)**

By: Mrs. Maria Luisa Nayal

(Darigayos Elementary School, Luna I, La Union)

[(Lima ti paaweng) 2x

Ti Ilokano alpabeto] 2x

(A, E, I, O, U) 3x

Lima ti paaweng

[(Sangapulo ket lima) (2x)

Dagiti pauni] 2x

B, K, D, G, H

L, M, N, NG

P, R, S, T

W ken Y

[(Adda met walo) (2x)

a bulod a letra] 2x

[C, F, J, ENYE

Q, V, X, ken Z] 2x

**Teacher asks:** *Mano a letra ti adda iti alpabeto?*

(How many letters are there in the Alphabet?)

*Mano amin ti paaweng?* (How many are vowels? Say the vowels.)*Mano amin ti pauni?*

(How many are consonants? Say the consonants.)

2

## PANAGPIPINNADAMAG (NEWS SHARING)

- Teacher asks pupils to share information about their mother or any immediate members of their family. Ask for 3-5 volunteers.
- Teacher writes this format on the board or manila paper and models how to answer.

NOTES

\_\_\_\_\_ *ti nagan ni nanangko.* (My mother's name is \_\_\_\_\_.)

*Ni nanangko ket magugustuanna ti \_\_\_\_\_.*

(My mother likes dancing.)

3

**PANAGIBASA ITI READ LOUD: DAKAYO KADI TI NANANGKO? (READING OF THE READ ALOUD STORY: ARE YOU MY MOTHER?)**

**DAGITI ARAMIDEN SAKBAY TI PANAGIBASA (PRE-READING ACTIVITIES)**

***Panangammo iti Kayat a Sawen Dagiti Balikas* (Unlocking of Difficulties)**

- Teacher shows pictures of animals. As she shows a picture of an animal, he or she asks

*Ania ti nagan daytoy nga ayup?* (Can you tell me what the animal in the picture is?)

**Teacher says:** *Kitaenyo daytoy a ladawan. Daytoy ket bassit a pato. Nakabashassit ken birbirokenna ni nanangna.* (Look at this picture. This is a baby duck, a duckling. It is very small and looking for its mother.)



- Teacher points to the picture and the word, "*bassit a pato.*"
- Teacher follows the same procedure for each of the pictures, pointing to the animal and its written word. Ask students to talk (briefly about the key features of this particular animal).

Picture 2: *manok* (hen)

Picture 3: *pabo* (turkey)

Picture 4: *paboreal* (peacock)

Picture 5: *pugo* (quail)

Picture 6: *itik* (mallard duck)

Picture 7: *ganso* (swan)

Picture 8: *kannaway* (heron)

Picture 9: *pato* (adult duck)

Suggestions:

- As teacher points to a picture of an animal and saying its name, ask a question or two, such as the following.

\_\_\_\_\_ (*What can the animals do?*)

\_\_\_\_\_ (*What does the animal look like?*)

## NOTES

- Teacher lets pupils read the vocabulary words written on flash cards. Teacher asks pupils to pay attention to these words during the reading of the story.

***Panagpugto ken Panangisagana iti Panggep ti Ibasang Istorya (Prediction and Setting a Purpose for Reading)***



**Teacher says:** *No maminsan nga agkasapulantayo iti tulong, dawatatentayo ti tulong dagiti pada nga ubbing wenno nataengan. Napadasanyo kadin ti dimmawat iti tulong kadagiti padayo nga ubbing wenno nataengan? Ania ti ibagayo?* (Sometimes, when we need help, we ask other children or adults. Have you ever asked other children or adults for help? What do you say?)

- Teacher shows cover of the book and asks pupils questions to talk about it.



**Teacher says:** *Kitaenyo ti akkab ti libro. Ania ti makitayo? Asino wenno ania ti kangrunaan nga agbibigang iti istorya? . . . Ania ti paulo ti istorya? Asino ti autor? . . . Asino ti nangiladawan wenno ilustrador?* (Look at the cover of the book. What do you see? Who or what is the main character in the story? . . . What is the title of the story? Who is the writer? . . . Who is the illustrator?)

- Teacher lets volunteer pupils read the title and give the names of the author and illustrator..



**Teacher says:** *Bayat ti panangbasak iti istorya, kitaenyo no ania ti inaramid ti bassit a pato tapno mabirokanna ni nanangna . . . Ania ti saludsod ni Bassit a Pato iti tunggal nasabatna?* (As I read the story find out what the duckling did to find her mother...What did the duckling ask everyone she met?)

**DAGITI ARAMIDEN BAYAT TI PANAGIBASA (DURING READING ACTIVITIES)**

- Teacher reads the story pausing at different pages to check pupils' comprehension and focus on some significant parts of the story. Below are some suggested pages.

**Pages 2-3**



**Teacher says:** *Ubbing, kitaenyo ti ladawan iti daytoy a panid. Ania ti makitayo?* (Children, look at the picture on this page (page 2). What do you see in the picture?)

- Teacher focuses children's attention on page 3:



**Teacher says:** *Ania ti makitayo iti daytoy a ladawan?* (What can you see in this picture?)

- Teacher asks pupils to make predictions of what will happen to the egg.



**Teacher says:** *Ania ti mabalin a mapasamak iti itlog?* (What may happen to this egg?)

**Pages 4-5**

**Teacher says:** *Ania ti mapaspasamak iti daytoy a ladawan?*  
(What is happening in this picture?)

**Pages 6-7**

**Teacher reads:** *Sadino ti ayan ti nanangko? Ania ti makitayo iti panid 6-7?* (Where is my mother? Teacher asks pupils, pointing to the picture: What is this?)



**Teacher says:** *Ania ti problema ti bassit a pato iti daytoy a ladawan?* (What is the problem of the duckling here in this picture?)

**Pages 8-9**

- Teacher reads the passage, and then pauses after page 9 and asks: *“Asino ti nasabat ti bassit a pato?”* (Who does duckling meet?)

**Teacher says:** *Nakitana kadi ti nanangna does?*  
(Did duckling meet its mother?)

**Pages 10-11**

- Teacher reads the passage and then, pauses after reading page 11 and asks: *Asino ti simmaruno a nakitana it ipanid 11?* (Who does duckling meet next?)

**Pages 12-13**

- Teacher reads the passage, then pauses after page 13 and asks: *Asino ti nasarakan ti bassit a pato iti daytoy a ladawan?* (Who does duckling meet in this picture?)

*Isuna kadi ti nanangna?* (Is this the mother?)

**Pages 14-15**

- Teacher reads the passage, then pauses after page 15 and asks:

*Asino ti nakita ti bassit a pato iti daytoy a ladawan?*  
(Who does duckling meet in this picture?)

*Daytoy kadi ti nanangna?* (Is this the mother?)

**Pages 16-17**

- Teacher reads the passage, then pauses after page 17 and asks: *Asino ti nakita ti bassit a pato iti daytoy a ladawan?* (Who does duckling meet in this picture?)

*Nakita kadi ti bassit a pato ti nanangna?*  
(Does duckling meet its mother?)

**NOTES**

## NOTES

## Pages 18-19

- Teacher reads the passage, then pauses after page 19 and asks:

*Asino ti nakita ti bassit a pato iti daytoy a ladawan?*  
(Who does duckling meet in this picture?)

*Nakita kadi ti bassit a pato ti nanangna?*  
(Does duckling meet its mother?)

## Pages 20-21

- Teacher reads the passage, then pauses after page 21 and asks:

*Asino ti nakita ti bassit a pato iti daytoy a ladawan?*  
(Who does duckling meet in this picture?)

*Nakita kadi ti bassit a pato ti nanangna?*  
(Does duckling meet its mother?)

*Sadino ti ayan ti kannaway?* (Where is the heron?)

*Nasarakan kadi ti bassit a pato ti nanangna?*  
(Does duckling meet its mother?)

## Page 22-23



**Teacher asks the pupils:** *Ania ti makitayo iti daytoy a ladawan?*  
(What do you see in this picture?)

- Teacher reads passage on page 22 and asks children to look at the duckling's face on page 23: *Ania ngata ti pampunnoten ti bassit a pato a mangbirbirok ken ni nanangna?* (What do you think is the duckling looking for its mother thinking?)

## Pages 24-25

- Teacher reads the passage and asks: *Iladawanyo man idi nagsabat ti bassit a pato ken ti nanangna.* (Describe the meeting of duckling and mother on pages 24-25.)

## Pages 26-27

- Teacher reads the ending on page 27 and asks children: *Ania ngata ti makuna ti nanang ken dagiti kakabsat ti bassit a pato kenkuna ita ta nabirokannan ida?* (What do you think the other ducklings would say to the lost duckling? What does the duckling feel it sees its mother and siblings?)

**DAGITI ARAMIDEN KALPASAN TI PANAGIBASA**  
**(AFTER READING ACTIVITIES)**

- Teacher asks pupils questions about the story. Below are some examples:



**Teacher says** *Ania ti inaramid ti bassit a pato tapno mabirokanna ni nanangna?... Ania ti saludsod ti bassit a pato kadagiti nasabatna?*  
(What does the duckling do to find her mother? ... What does the duckling ask everyone it met?)

Model writing a summary dictated by the children of the story using sentence frames that are already written on poster paper or on the chalkboard. Pupils will dictate responses for the missing words.

For example:

---

***Dakayo Kadi Ti Nanangko? (Are You My Mother?)***

*Saan a mabirokan ti bassit a pato ni \_\_\_\_\_.*  
(The duckling could not find her \_\_\_\_\_).

*Nakitana ketdi da \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.*  
(Manok, Pabo, Paboreal, Pugo, Itik, Ganso, Kannaway)

*(Instead, the duckling met \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.*  
(Chicken, Turkey, Peacock, Quail, Mallard Duck, Swan, Heron)

*Sinaludsod ti bassit a pato kadakuada “Dakayo kadi ti \_\_\_\_\_?”*  
(The duckling asks them, Are you my \_\_\_\_\_?)

*Kamaudiananna, nasarakan ti bassit a pato ni \_\_\_\_\_!*  
(Finally, the duckling finds her \_\_\_\_\_!)

---

Have the group listen as you read back their dictations. Tell the children that they will be able to listen to the story again

## NOTES

## 4

### PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

**Teacher says:** *Usaren dagiti sumaganad a patang iti pananginterbiu iti kapareham.* (Use the expressions clearly to interview your partner and ask the following:)

*Ania ti paboritom nga aramiden no kaduam ti pamiliam?*  
(What is your favorite thing to do with your family?)

*Apay nga isu ti napilim a paborito nga aramiden?*  
(Why did you choose this as your favorite thing to do?)

*Agyamanak la unay ta kinasaritanak.* (Thanks for talking to me.)



## ALDAW

2



## MATERIALS

1. Copy of Read Aloud story: *Dakayo Kadi ti nanangko?*
2. Copy of poem/rhyme/song
3. Ilokano Alphabet
4. Story map on manila paper

I

## INALDAW A MAARAMID (ROUTINE)

## a. Morning Sign-in

- Teacher asks pupils to continue their morning sign-in activity as in Day 1

## b. Greetings with the “Alphabet Song”

- Pupils continue reviewing the Alphabet.

2

## PANAGPIPINNADAMAG (NEWS SHARING)

- Teacher asks some pupils for some information. He or she let them use the sentence frame guide to express their ideas about family and let them talk with a partner.

Guide:

*Adda bagik a \_\_\_\_\_. (I have a \_\_\_\_\_.)**Ti naganna ket \_\_\_\_\_. (His or Her name is \_\_\_\_\_.)**Magusgustuanan/Kaykayatna ti \_\_\_\_\_. (He or She likes to \_\_\_\_\_.)*

3

## PANANGISTORIA MANEN ITI ISTORIA: DAKAYO KADI TI NANANGKO? (RE-TELLING OF THE READ ALOUD STORY: ARE YOU MY MOTHER?)

- Teacher asks pupils to recall the story. He or she posts story map on the board for pupils recall the story. Then the pupils retell the story.

Title:

Setting:

Characters:

Plot / Events of the Story:

*Pasamak 1 (Event 1)**Ladawan ti pimmanaw a nanang a pato**(Picture of Mother Duck walking away from the nest)**Pasamak 2 (Event 2)**Ladawan ti napessaanen nga itlog: (Picture of egg hatching)**Pasamak 3 (Event 3)**Ladawan ti manok (Picture of hen)*



NOTES

Pasamak 4 (Event 4)

Ladawan ti pabo (Picture of turkey)

Pasamak 5 (Event 5)

Ladawan ti paboreal (Picture of peacock)

Pasamak 6 (Event 6)

Ladawan ti pugo (Picture of quail)

Pasamak 7 (Event 7)

Ladawan ti itik (Picture of mallard duck)

Pasamak 8 (Event 8)

Ladawan ti ganso (Picture of swan)

Pasamak 9 (Event 9)

Ladawan ti kannaway (Picture of heron)

Pasamak 10 (Event 10)

Ladawan ti agina a pato ket naglangoyda nga immadayo  
(Picture of finding its mom and they swam away)

- Tell the students that they will act out the retelling tomorrow.

4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

**Teacher asks:** *Naragsak kadi wenno naliday ti gibus ti istoria?*  
*Irasonan dagiti sungbat.* (Is the ending of the story happy or sad?  
Give reasons for your answer.)

*Magustuanyo kadi ti gibus ti istoria? Apay?*  
(Do you like the ending of the story? Why or why not?)

*Agsagana iti panangistoria manen kadagiti pasamak ti istoria.*  
(Be ready to retell the story events tomorrow.)



## ALDAW

3

1

## INALDAW A MAARAMID (ROUTINE)

## a. Morning Sign-in

Teacher asks pupils to continue their morning sign-in activity as in Day 1.

## b. Greetings with the “Alphabet Song”

Pupils continue reviewing the Alphabet.

2

## PANAGPIINNADAMAG (NEWS SHARING)



**Teacher says:** *Ubbing, adda ipadamagko kadakayo.*  
(Children, I have some news to share.)

*Inton bigat, mapankami iti balay da kasinsinko. Bisitaenmi ni ikit a naggapu idia ballasin-taam.*

(Tomorrow, we are going to my cousin's house.

We are going to visit my aunt who just came from abroad.)

*Mangitugotkami iti inkiwar gapu ta isu ti magusgustuanna a kanen.*

(We are going to bring some biko because it's her favorite food.)

*Asino kadakayo ti adda met ipadamagna?*

(Who has some news to share?)

*Kastoy a rugiany ti panagipadamagyo:*

(Start your news sharing by saying:)

*Adda ipadamagko kadakayo.*

(Classmates, I have some news to share.)

*Idi kalman/Idi rabii/Itaybigat \_\_\_\_\_.*

(Yesterday/Last night/This Morning \_\_\_\_\_.)

- Teacher should give pupils 5 minutes to share their own news with a partner and then call on 3-5 pupils to share their news with the class. More pupils can share with the class in the future.

3

## PANGPATALGED NGA AKTIBIDAD (ENGAGEMENT ACTIVITY)

## NOTE TO TEACHER

I. Teacher is the narrator of the story “Bassit a Pato.”

- Teacher reviews the story map that the children dictated to him/her on Day 2.
- Teacher will divide pupils into: *Pato* Group, *Manok* Group, *Pabo* Group, *Paboreal* Group, *Itik* Group, *Pugo* Group, *Ganso* Group, and *Kannaway* Group.



**Teacher says:** *Idramatayo man ti istoria a “Dakayo Kadi Ti Nanangko?”* (We are going to act out *Are You My Mother?*)

- Tell each group that they will have 5 minutes to work in their group and practice what their animal says in the story. He or she assigns each group a particular nook to practice their part.
- Before asking each group to present their dramatization, teacher engages the class in a short discussion about the book. (Story Map as his or her guide)

**Title:**

**Setting:**

**Characters:**

**Plot/Events of the Story:**

**Beginning:** (It tells what the problem is?)

**Middle:** (It tells what is done to solve the problem.)

**Ending:** (It tells the conclusion or ending)

### Dramatization

- Teacher acts as narrator using the story map. He or she reads each Event of the Story Map. When each group is called the group reports what assigned animal say.

After the dramatization, teacher thanks the children for such great work.

### Name Chart

Using the story: “*Dakayo Kadi Ti Nanangko?*” as a springboard, teacher pulls out words from the story and makes a chart of the words with beginning “N/n.” (Examples: *nanang*, *nasabat*, *nagna*, *napatalian*, *nakita*, *naragsak*, *naglangoy*)

### “N” para ken ni Nanang a Tsart (“N” for Nanang Chart)

<b><i>Dagiti balikas iti istoria a mangrugi iti letra “N” ken /n/ ti unina. (Names of things that begin with ‘N’.)</i></b>	<b><i>Dagiti balikas a mainaig iti pamilia a mangrugi iti letra “N” ken /n/ ti unina . (Words related to family that begin with ‘N’.)</i></b>	<b><i>Nagan iti pamiliayo a mangrugi iti letra “N” ken /n/ ti unina. (Names in your family that begin with the letter/ sound ‘N’/’n’.)</i></b>
<i>Kas pangarigan: nanang</i>	<i>Kas pangarigan: Nanang</i>	<i>Kas pangarigan: Nena</i>
<i>naragsak</i>	<i>Ninang</i>	
<i>nagna</i>	<i>Ninong</i>	
<i>naglangoy</i>		

### NOTES



### BRIDGING

Several of the Ilokano words used in today’s lesson in Ilokano are similar to Filipino

words: *problema*, *libro*, *manok*, *pabo*

## NOTES

nakita		
naglangoy		

- Teacher requires pupils to practice sounding out the words in the chart/choral reading.

## 4

**ADALEN A LETRA (TARGET LETTER): Nn**

- Refer to Learner's Manual pages 27 and 29. Teacher models saying the words with beginning 'Nn' like the word "Nanang." Teacher models a list of words with key family vocabulary (see above). Teacher writes family vocabulary on the word wall. Sample word wall is included below.



## 5

**PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)**

- Pupils copy the family words from the word wall in their notebooks for review. Teacher tells pupils that they will talk about a new letter tomorrow.

## ALDAW

## 4

**MATERIALS**

- Ilokano Alphabet Chart
- Children's names on small metacards
- Copy of Jazz Chant
- Grade 1 MTB-MLE Learner's Manual

## I

**INALDAW A MAARAMID (ROUTINE)****a. Morning Sign-in**

- Teacher asks pupils to continue their morning sign-in activity as in Day 1.

**b. *Daniw wenno Kanta* (Poem or Song)**

- Teacher introduces the Jazz Chant in class. The lyrics are written on the blackboard/manila paper so pupils can follow.

---

*Adu ti ani da Nana Nina.  
 Ni Nana Nina ti ina ni Ana.  
 Adu met ti ani da Nana Nini.  
 Ni Nana Nini ti ina ni Ani.  
 Adu ti inani da Nana Nina ken Nana Nini  
 Nga inna da Ana ken Ani.*

---

NOTES

**Teacher asks:** *Maipanggep iti ania daytoy a jazz chant?*  
(What is the jazz chant all about?)

*Ania dagiti balikas a nansar a kanayon?*  
(What words are used many times in the chant?)

Teacher tells pupils to underline the words their hands

2

**ADALEN A LETRA (TARGET LETTER): Aa**

- From the Jazz Chant taught, teacher asks volunteer pupils to underline the words they find that begin with A/a on the chart.

**Teacher says:** *Ita, adalentayo ti letra A/a. Ammoyo kadi ti uni daytoy a letra?* (Now, we will also learn about the letter “A”.)

- Teacher gives the sound of the letter “A” and lets pupils repeat after her as a group and in pairs or individually.
- Teacher asks volunteers to identify words in the chant that begin with the letter “A/a.” *ani, adu, Ana*
- Teacher asks for more words from students (*ari, atep, aritos etc.*)

**Teacher says:** There are two ways of writing the letter “A/a” – small “a” and capital “A.” The capital letter “A” is used for names of people such as Ana.

- Teacher models writing on air. Teacher models writing on board and asks pupils to write the letter at the back of their seatmate.

**Dagiti Aramiden (Activities)**

1. Handwriting Activity

Teacher tells pupils to practice writing letter “Aa”. Pupils may also practice writing on a Grade 1 paper.

2. Match the words with the pictures that begin with letter “Aa.” For the activity, refer to MTB-MLE *Ilokano* (Learner’s Manual) p. 21

3. Put a check (✓) on those ingredients that don’t have the letter “Aa.” Put an (X) on those ingredients that don’t have the letter. Teacher can think more ingredients that begin with the letter “Aa”

For the activity, refer to MTB-MLE *Ilokano* (Learner’s Manual) p. 22

3

**PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)**

- Teacher asks pupils to sing the Alphabet Song.

## ALDAW

5



## MATERIALS

1. Copy of Read Aloud story: *Dakayo Kadi ti Nanangko?*
2. Children's names on small metacards
3. Family Word Map
4. Materials for Class Book

I

## INALDAW A MAARAMID (ROUTINE)

## Morning Sign-in

- Teacher asks pupils to continue their morning sign in activity as in Day 1.

2

## PUGTUANYO DAYTOY (I SPY GAME)

- **Before the activity:** the teacher divides the class into 4-5 groups. Each group brainstorms words starting with N/n; A/a that “*Nanang*” may find in the market.

This activity will help pupils to enrich their vocabulary by identifying words with beginning “Aa.”

## Model: I Spy Game:

- Teacher gives this instruction to the pupils.

Play this game with at least two players.

Look around and silently select an object that can be seen by all the players.

Say, “I spy with my little eye,” and then give some description of the object, such as “something red,” “something square,” or “something small.”

Tell the other players to take turns trying to guess what the object is.

Let the player who correctly guesses the selected item pick the next object, or have all players take turns in a set order (this may be best if you are playing with younger children who may not be so good at guessing).

Offer extra clues if the players are completely stumped.



**Teacher says:** *Adda nakita dagiti dua a babassit a matak.*

*Daytoy a banag ket mangrugi iti “A/a” ken ti unina ket /a/.*

*Daytoy ket maris-daga.*

(I spy with my little eye a word that begins with the sound /a/.

It is something brown.) (*Aba*)

- A pupil from group 1 answers. Then he or she takes the leads then tosses it to the next group.

NOTES

### 3 MATARABAY A PANAGSURAT (GUIDED WRITING)

- Teacher reviews students about the Family Word Map and then models/writes the sentences as guide:

*"Dakayo ni nanangko ket siak ni \_\_\_\_\_."*  
(You are My Mother and I am \_\_\_\_\_.)

- The teacher may further model writing sentences using words/other sentences with family members.

### 4 PANAGARAMID ITI LIBRO (CREATING A CLASS BOOK)

Students will draw picture of mother (or other family member)	Students will draw picture of themselves
<i>Dakayo ni nanangko</i> (You are my mother)	<i>Dakayo ni tatangko</i> (You are my father)
<i>Siak ni .....</i> (And I am.....)	<i>Siak ni.....</i> (And I am.....)

Other family members may be substituted for mother:  
*nanang, tatang, manang, manong, ading, apang*

**Teacher says:** *Agayabakto iti sumagmamano kadakayo a mangipresentar iti inobrada iti sanguanan ti klase.*  
(I will call some of you to present your work to the class.)



### 5 PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- Teacher gives pupils an opportunity to share and tell their stories about the families to a partner.

**Assessment:**

- Teacher observation of the following:
  - participation in class discussions
  - contributions to class chart/book
  - quality responses to questions
  - contributions to partner/group activities





WEEK

3

## TEACHER'S GUIDE

# GRADE I

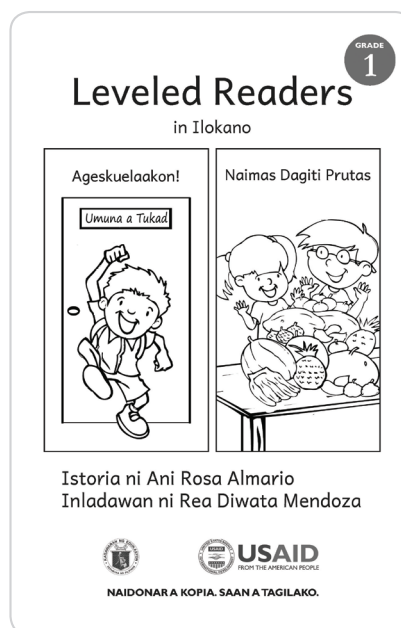
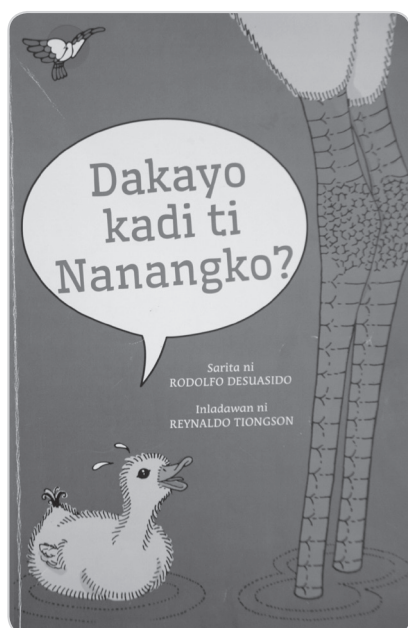
## MOTHER TONGUE

## ILOKANO

**THEME: SIAK KEN TI PAMILIAK (ME AND MY FAMILY)**

**READ ALOUD STORY: DAKAYO KADI TI NANANGKO?**  
(ARE YOU MY MOTHER?)

**LEVELED READER: "AGESKUELAAGON!" ("I GO TO SCHOOL")**



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 1  
ILOKANO  
QUARTER 1, WEEK 3 (50 MINUTES PER DAY)**

**Theme: *Siak ken ti Pamiliak (Me and My Family)***

**Read Aloud Book: *Dakayo Kadi ti Nanangko? (Are you My Mother?)***

*Written by Rodolfo Desuasido and illustrated by Reynaldo Tiongson*

**Leveled Reader: *"Ageskuelaakon!" ("I Go to School")***

*Written by Ani Rosa Almario and illustrated by Rea Diwata Mendoza*

Day	Domain	Objectives	Subject Matter
Daily	<b>OL</b>	<ul style="list-style-type: none"> <li>Sing in groups familiar song</li> <li>Talk about oneself and personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>Activity: <i>How many letters are in your name?</i></li> <li>"Alphabet Song"</li> <li>Sharing information</li> </ul>
	<b>PWR</b>	<ul style="list-style-type: none"> <li>Review the alphabets through the alphabet song</li> </ul>	
	<b>G</b>	<ul style="list-style-type: none"> <li>Use appropriate expressions to orally introduce: oneself, family, friends, or others</li> </ul>	
I	<b>LC</b>	<ul style="list-style-type: none"> <li>Give the correct sequence of three events in a story listened to</li> <li>Infer the character's feelings from a story listened to</li> </ul>	<ul style="list-style-type: none"> <li>Rereading of Read Aloud: <i>Dakayo Kadi ti Nanangko? (Are You My Mother?)</i></li> <li>Comic strip making</li> </ul>
	<b>C HW</b>	<ul style="list-style-type: none"> <li>Express ideas through a variety of symbols (e.g. drawings, invented spelling, etc.)</li> </ul>	
	<b>V</b>	<ul style="list-style-type: none"> <li>Use vocabulary referring to: people (self, family or friends), animals, objects, and environment</li> </ul>	

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading  
**BPK** – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness  
**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p>1. Routine</p> <p>a. Morning Sign-in</p> <ul style="list-style-type: none"> <li>Teacher introduces activity: <i>How Many Letters are in Your Name?</i></li> </ul> <p>b. Singing the "Alphabet Song"</p> <ul style="list-style-type: none"> <li>Teacher reviews the alphabet using the "Alphabet Song"</li> </ul> <p>2. Sharing Information</p> <ul style="list-style-type: none"> <li>Teacher encourages pupils to share some information about their family to their classmates</li> </ul>	<p>1. Routine</p> <ul style="list-style-type: none"> <li>Selected pupils write their names on prepared chart</li> <li>Pupils sing the "Alphabet Song"</li> </ul> <p>2. Sharing Information</p> <ul style="list-style-type: none"> <li>Pupils talk about the places that they go to with their families</li> </ul>
<p>1. Routine (refer above under Daily activities)</p> <p>2. Sharing Information (refer above under Daily activities)</p> <p>3. Rereading of Read Aloud: <i>Dakayo Kadi ti Nanangko?</i></p> <ul style="list-style-type: none"> <li>Teacher rereads the Read Aloud: <i>Dakayo Kadi ti Nanangko?</i></li> <li>Teacher discusses the story. He or she talks about the beginning, middle, and end of the story. He or she asks pupils to put themselves in the character of the duckling.</li> </ul> <p>4. Comic Strip Activity</p> <ul style="list-style-type: none"> <li>Teacher introduces comic strip writing and gives activity to pupils</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher informs pupils that they will share their comic strips the following day</li> </ul>	<p>1. Routine (similar as above)</p> <p>2. Sharing information (similar as above)</p> <p>3. Rereading of Read Aloud</p> <ul style="list-style-type: none"> <li>Pupils say the assigned parts of the story</li> <li>Pupils share how they would feel if they were the duckling in the beginning, middle, and end of the story</li> </ul> <p>4. Comic Strip Activity</p> <ul style="list-style-type: none"> <li>Pupils make a comic strip about how the duckling felt in different parts of the story</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Pupils show and talk about their works to other classmates</li> </ul>

**PA** – Phonological Awareness **PWR** – Phonics and Word Recognition

**RC** – Reading Comprehension **S** – Spelling **SS** – Study Skills **V** – Vocabulary Development

Day	Domain	Objectives	Subject Matter
2	PWR	<ul style="list-style-type: none"><li>• Give the name and sound of target letters</li><li>• Identify upper case and lower case letters</li><li>• Give beginning letter or sound of picture</li><li>• Match words with pictures/objects</li></ul>	<ul style="list-style-type: none"><li>• Sharing of Comic Strip</li><li>• Target letter: “li”</li></ul>
	HW	<ul style="list-style-type: none"><li>• Write the upper case and lower case of target letters legibly</li></ul>	
3	BPK	<ul style="list-style-type: none"><li>• Use the terms referring to conventions of print: front-back cover, title page, author-illustrator</li><li>• Notice the connections between pictures and text in books read aloud to them</li></ul>	<ul style="list-style-type: none"><li>• Guided Reading of Leveled Reader: “Ageskuelaakon!” (I Go to School!)</li><li>a. Before Reading Activities</li><li>b. During Reading Activities</li><li>c. After Reading Activities</li><li>• Target letter: “Tt”</li></ul>
	F	<ul style="list-style-type: none"><li>• Read grade level words, phrases, and sentences</li></ul>	
	PWR	<ul style="list-style-type: none"><li>• Give the beginning letter of a wor</li><li>• Give the name and sound of target letters</li><li>• Identify upper case and lower case letters</li><li>• Give beginning letter or sound of picture</li></ul>	
	HW	<ul style="list-style-type: none"><li>• Write the upper case and lower case of target letters legibly</li></ul>	
<b>DOMAINS:</b> <b>AK</b> – Alphabet Knowledge <b>ATR</b> – Attitude Towards Reading <b>BPK</b> – Book Print Knowledge <b>C</b> – Composition <b>F</b> – Fluency <b>G</b> – Grammar Awareness <b>HW</b> – Handwriting <b>LC</b> – Listening Comprehension <b>OL</b> – Oral Language			

Teacher's Activities	Learner's Activities
1. Routine (refer above under Daily activities) 2. Sharing Information (refer above under Daily activities) <i>For Day 3, pupils will share comic strips with pairs and to the whole class.</i> 3. Target letter: "li" <ul style="list-style-type: none"> <li>Teacher introduces and discusses the letter "li"</li> <li>Teacher gives skills activities for the letter "li"</li> </ul> 4. Concluding the Session <ul style="list-style-type: none"> <li>Teacher reviews the letter "li"</li> <li>Teacher informs pupils that they will read a new book tomorrow</li> </ul>	1. Routine (similar as above) 2. Sharing Information (similar as above) 3. Target Letter: "li" <ul style="list-style-type: none"> <li>Pupils give the name and sound of the letter "li"</li> <li>Pupils practice writing letter "li" in upper case and lower case</li> <li>Pupils answer skills activities given by teacher</li> </ul> 4. Concluding the Session
1. Routine (refer above under Daily activities) 2. Sharing Information (refer above under Daily activities) <i>* Teacher has discretion for themes and conduct of sharing activities</i> 3. Guided Reading of Leveled Reader: "Ageskuelaakon!" <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Teacher discusses high frequency words</li> <li>Teacher conducts a picture walk with the pupils</li> <li>Teacher presents the cover, title, and author of the book</li> </ul> <i>Reading of Leveled Reader</i> <ul style="list-style-type: none"> <li>Teacher gives pupils the book in pairs or groups of 3. Teacher reads the story while pupils follow reading silently.</li> <li>Teacher introduces decoding strategies that pupils may use</li> <li><i>Returning to the text:</i> Teacher lets pupils read the story in pairs</li> </ul>	1. Routine (refer above under Daily activities) 2. Sharing Information (refer above under Daily activities) 3. Guided Reading of Leveled Reader: "Ageskuelaakon!" <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Pupils read high frequency words</li> <li>Pupils answer questions about the pictures in the book</li> </ul> <i>Reading of Leveled Reader</i> <ul style="list-style-type: none"> <li>Pupils follow reading silently as the teacher reads the story aloud</li> <li>Pupils demonstrate how to use decoding strategies taught</li> <li>Pupils read the story in pairs</li> </ul>
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
3			
4	F	<ul style="list-style-type: none"><li>Read grade level words, phrases, and sentences</li></ul>	<ul style="list-style-type: none"><li>Guided Reading of Leveled Reader: “Ageskuelaakon!” (I Go to School!)</li></ul>
	C HW	<ul style="list-style-type: none"><li>Express ideas through a variety of symbols (e.g. drawings, invented spelling, etc.)</li></ul>	
<b>DOMAINS:</b> <b>AK</b> – Alphabet Knowledge <b>ATR</b> – Attitude Towards Reading <b>BPK</b> – Book Print Knowledge <b>C</b> – Composition <b>F</b> – Fluency <b>G</b> – Grammar Awareness <b>HW</b> – Handwriting <b>LC</b> – Listening Comprehension <b>OL</b> – Oral Language			

Teacher's Activities	Learner's Activities
<p>c. <i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>• <i>Responding to the text.</i> Teacher relates the story to their personal experiences.</li> </ul> <p>4. Target Letter: "Tt"</p> <ul style="list-style-type: none"> <li>• Teacher introduces and discusses the letter "Tt"</li> <li>• Teacher gives skills activities for the letter "Tt"</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Teacher reviews the lesson and emphasizes the new letter learned, "Tt"</li> <li>• Teacher gives spelling words for the week</li> <li>• Teacher tells pupils that they will talk more about the book, "<i>Ageskuelaakon!</i>" tomorrow</li> </ul>	<p>c. <i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>• Pupils talk about the things they prepare for first day of school</li> </ul> <p>4. Target Letter: "Tt"</p> <ul style="list-style-type: none"> <li>• Pupils give the name and sound of the letter "Tt"</li> <li>• Pupils practice writing letter "Tt" in upper case and lower case</li> <li>• Pupils answer skills activities given by teacher</li> <li>• Pupils copy spelling words</li> </ul> <p>5. Concluding the Session</p>
<p>1. Routine (refer above under Daily activities)</p> <p>2. Sharing Information (refer above under Daily activities)</p> <p>* <i>Teacher has discretion for themes and conduct of sharing activities</i></p> <p>3. Rereading of Leveled Reader: "<i>Ageskuelaakon!</i>"</p> <ul style="list-style-type: none"> <li>• Teacher divides the pupils into 8 groups. Each group has an assigned page for the story rereading. The class reads the story based on assigned pages of the book.</li> </ul> <p>4. Writing Activity: Making a List</p> <ul style="list-style-type: none"> <li>• Teacher asks pupils to make a list of 3 things they have in school and draw these things</li> <li>• Teacher encourages pupils to share their work with other classmates</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Teacher reminds pupils about spelling drill</li> <li>• Teacher tell pupils that they will continue sharing their works tomorrow</li> </ul>	<p>1. Routine (refer above under Daily activities)</p> <p>2. Sharing Information (refer above under Daily activities)</p> <p>3. Rereading of Leveled Reader</p> <ul style="list-style-type: none"> <li>• Pupils reread the Leveled Reader based on assigned pages for each group</li> </ul> <p>4. Writing Activity: Making a List</p> <ul style="list-style-type: none"> <li>• Pupils make a list of 3 things they have in school and draw these things</li> <li>• Pupils share their work with other classmates</li> </ul> <p>5. Concluding the Session</p>
<p><b>PA</b> – Phonological Awareness   <b>PWR</b> – Phonics and Word Recognition  <b>RC</b> – Reading Comprehension   <b>S</b> – Spelling   <b>SS</b> – Study Skills   <b>V</b> – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
5	V	<ul style="list-style-type: none"><li>Use vocabulary referring to people, animals, and objects</li></ul>	<ul style="list-style-type: none"><li>Review of stories discussed</li><li>Review of target letter: “Mm”, “Aa”, “Tt”, and “Ii”</li><li>Spelling Words</li><li>Independent reading activity</li></ul>
	LC	<ul style="list-style-type: none"><li>Talk about stories that they have listened to in the previous weeks</li></ul>	
	PWR	<ul style="list-style-type: none"><li>Identify words that begin with target letters</li></ul>	
	S	<ul style="list-style-type: none"><li>Correctly spell grade level words</li></ul>	
	ATR	<ul style="list-style-type: none"><li>Browse and read grade level books</li></ul>	

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading

**BPK** – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness

**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language



Teacher's Activities	Learner's Activities
1. Routine (refer above under Daily activities)	1. Routine (refer above under Daily activities)
2. Sharing Information (refer above under Daily activities)	2. Sharing Information (refer above under Daily activities)
* <i>Teacher has discretion for themes and conduct of sharing activities</i>	3. Review or Recall
3. Review or Recall	<ul style="list-style-type: none"> <li>Pupils share their ideas about the stories read in Weeks 2 and 3</li> <li>Pupils use vocabulary words introduced in Weeks 2 and 3</li> </ul>
<ul style="list-style-type: none"> <li>Teacher asks students about the stories they have talked about in Weeks 2 and 3</li> <li>Teacher reviews vocabulary words in Weeks 2 and 3</li> </ul>	4. Spelling Drill
4. Spelling Drill	<ul style="list-style-type: none"> <li>Pupils write words dictated and classify them according to beginning letters</li> </ul>
<ul style="list-style-type: none"> <li>Teacher gives spelling drill to pupils</li> </ul>	5. Independent Reading
5. Independent Reading	<ul style="list-style-type: none"> <li>Pupils choose and read books</li> </ul>
<ul style="list-style-type: none"> <li>Teacher gives time for pupils to read a book they choose. He or she goes around checking on the children's progress in reading.</li> </ul>	6. Concluding the Session
6. Concluding the Session	<ul style="list-style-type: none"> <li>Pupils actively participate in the game</li> </ul>
<ul style="list-style-type: none"> <li>Teacher gives a game to improve vocabulary</li> </ul>	
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

## ALDAW

I



## MATERIALS

1. Copy of Read Aloud story: *Dakayo Kadi ti Nanangko?*
2. Children's names on small metacards
3. Ilokano Alphabet
4. Cards with vocabulary words
5. Poem/song on chart or manila paper
6. Comic strip template

I

## INALDAW A MAARAMID (ROUTINE)

## Morning Sign-in

**Activity 1:** *Mano a letra ti adda iti naganmo?*

(How many letters are in your name?)

Prepare a chat (manila paper) with a table for pupils to write their first name. The teacher's name serves as sample on top.



**Teacher says:** *Ubbing, ammoyo kadi no mano a letra ti adda iti naganmo? Isurattayo man a saggaysa dagiti letra ti nagantayo iti uneg dagiti kahon.* (Do you know how many letters are in your name?)

Let's write it them on the table. For example, my name. This is how you write it; one letter for each box.)

- Teacher shows and explains example.

Only ask 5-10 pupils per day. This can run for two weeks until all names of students in class have been written.

Sample Chart for Activity 1:

1	2	3	4	5	6	7	8	9	10
M	a	r	i	e					

b. *Daniw Wenno Kanta* (Rhyme or Song)

Teacher reviews the *Alphabet Song* in class. He or she asks the pupils to sing with him/her sing on their own/by group.

## NOTES

**Ti Alpabeto (Alphabet Song)**

By: Mrs. Maria Luisa Nayal  
(Darigayos Elementary School, Luna I, La Union)

[(Lima ti paaweng) 2x  
Ti Ilokano alpabeto] 2x  
(A, E, I, O, U) 3x  
Lima ti paaweng  
[(Sangapulo ket lima) (2x)  
Dagiti pauni] 2x  
B, K, D, G, H  
L, M, N, NG  
P, R, S, T  
W ken Y  
[(Adda met walo) (2x)  
a bulod a letra] 2x  
[C, F, J, ENYE  
Q, V, X, ken Z] 2x

- If there are poems/songs/chants/riddles in MT Ilokano that teacher introduces, he or she can document this in a page at the Appendix.

## 2

**PANAGBIBINNINGLAY (SHARING)**

**Teacher says:** *Ibagam iti kaeskuelaam nga adda iti makanawanmo ti lugar a kanayon a pappapanan ti pamilyam aglalo no makanaya da nanang ken tatangmo* (With your classmate on your right side, share the place your family usually go to when your mother and father have some time.) (beach, grandma, and grandpa's house/shopping mall, etc.)

- Teacher writes this format on the board, manila paper, old calendar sheet and models how to answer. (They reverse roles afterwards)

Example:

Pupil 1: *Masansan a mapan ti pamilyami idiay balay da lolo/lola.*

*Magustuak la unay ti agburas iti mangga idiay abay ti balayda.*

(My family usually goes to grandma/grandpa's house. I like picking mangoes from the mango tree beside their house.)

## 3

**PANANGIBASA MANEN ITI LIBRO A READ ALOUD:  
DAKAYO KADI TI NANANGKO?  
(REREADING OF THE READ ALOUD STORY:  
ARE YOU MY MOTHER?)**

- Teacher rereads the story to the pupils.

**NOTE TO TEACHER**

- Teacher emphasizes that whatever type of family each of us belong, they play an important role in our lives.



**Teacher says:** *Basaek manen ti istoria, “Dakayo Kadi Ti Nanangko? Kabayatan nga innak basbasaen, amin a lallaki ket agakem a bassit a pato, damagenyo daytoy, “Dakayo kadi ti nanangko?” ket amin met a babbai ket sumungbat iti, “Saana a siak ti nanangmo.”* (I will reread the story, *Are you my Mother?* As I reread the story, all boys will take the part of duckling asking “Are you my mother?” and the response from the girls “I am not your mother.”)

- After reading the story, teacher asks: *No ngata sika ti bassit a pato, ania ti marikenam iti umuna a paset ti istoria? Iti tengnga ti istoria? Iti gibus ti istoria? Apay?* (If you were the duckling on the story, how would you feel at the beginning of the story? Middle of the story? End of the story? Why?)

**4****PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)****Comic Strip Writing Activity**

- Using the Comic Strip Template, teacher tells pupils to plan and write their own comic strip. They will label each box with the feelings of the duck at the beginning, the middle and at the end of the story.

*Iti umuna a paset  
ti istoria*

*Iti tengnga a paset  
ti istoria*

*Iti udi/gibus  
a paset ti istoria*

**ALDAW****2****I****INALDAW A MAARAMID (ROUTINE)****a. Morning Sign-in**

- Teacher asks pupils to continue their morning sign-in activity as in Day 1

**Activity 1:** *Mano a letra ti adda iti naganmo?*  
(How many letters are in your name?)

**b. Daniw Wenno Kanta (Rhyme or Song)**

- Teacher asks the pupils to sing the Alphabet in Ilokano learned the previous week as they review it and giving special attention to letters A/a and N/n. He or she asks the pupils to sing with her and then sing on their own/by group.

**2****PANAGBIBINNINGLAY (SHARING)****Comic Strip Sharing**

- Teacher asks pupils to share their comic strip with their seatmate.

**Teacher says:** *Idi kalman, imbagak nga agaramidkayo iti comic strip maipanggep iti imbasak nga istoria. Ita, ibinglayyo man ti inaramidyo a comic strip iti klasmeytyo nga adda iti sangoyo.*

(Yesterday, I have asked you to make your own comic strip about our story. Now, it's time for you to share to the person in front of you.)

- Teacher writes this format on the board or manila paper and models how to answer. Pupils can do the activity in their notebook.

*Iti umuna a paset ti istoria, ti bassit a pato ket .....gapu ta ..... (In the beginning of the story, little duckling was so .....because .....)*

*Iti tengnga a paset ti istoria, ti bassit a pato ket ..... gapu ta ..... (In the middle of the story, little duckling was ..... because.....)*

*Iti udi/gibus a paset ti istoria, ti bassit a pato ket ..... gapu ta..... (At the end, little duckling was so..... because.....)*

- Teacher asks 2-3 volunteers to represent their pair in sharing their comic strips in class. Encourage the class to give positive comments to their classmates.

### 3

#### ADALEN A LETRA (TARGET LETTER): "li"

- From the name cards already on the board, ask volunteer pupils to encircle all the letter "li" they find. (*igges, igat, ipus, irik, imbudo*).

**Teacher says:** *Ita, intayo adalen ti letra "li". Ammoyo kadi ti uni daytoy a letra? (Today, we are going to learn about the letter "li." Do you know the sound of the letter "li"?)*

- Teacher gives the sound of the letter "li". Let the pupils repeat after him or her as a group and in pairs or individually. Teacher may also let the pupils listen to the sound from the audio file provided.
- Teacher introduces words by singing the beginning initial sound of each word. Teacher can show pictures.

#### NOTES

- Copy of Read Aloud story: *Dakayo Kadi ti Nanangko?*
- "How Many Letters in Your Name Chart" (from manila paper/old calendar)
- Alphabet in Ilokano Chart (audio recording)
- Lyrics of the Alphabet in Ilokano song
- Poem/song on chart or manila paper
- Pictures of words beginning in /li/
- Words beginning with /li/ written on flashcards
- MTB-MLE Learner's Manual

## NOTES

## NOTE TO TEACHER

- It is essential that teacher is able to assess that each pupil is giving the correct sound of each letter learned.

**/i/ Sound Song**

*Igges, igges .../i/.../i/.../i/*

*Igat, igat .../i/.../i/.../i/*

*Ipus, ipus .../i/.../i/.../i/*

*Irik, irik .../i/.../i/.../i/*

*Imbudo, imbudo .../i/.../i/.../i/*

*igges (worm)*

*igat (eel)*

*ipus (tail)*

*irik (rice grain)*

*imbudo (funnel)*

- Teacher shows pupils how to write the big and small letter /i/. He or she lets them practice writing in the air, at the back of their classmate or using their body parts, etc.

**Handwriting Activity**

- Teacher reviews the class then directs pupils to the activity
  - Practice Writing letter /i/, refer to MTB-MLE Ilokano Learner's Manual pp. 35-35.
  - Words that begin with the letter /i/, refer to MTB-MLE Learner's Manual p 32.

**4****PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher asks pupils to continue their sharing the next day.
- Teacher affirms pupils for doing good job in choral reading.

# I

## INALDAW A MAARAMID (ROUTINE)

### a. Morning Sign-in

- Teacher asks pupils to continue their morning sign-in activity as in Day 1

**Activity 1:** *Mano a letra ti adda iti naganmo?*  
(How many letters are in your name?)

### b. *Daniw Wenno Kanta* (Rhyme or Song)

- Teacher asks the pupils to their individual recitation.
- Teacher assigns a poem or song to the pupils. Only 5 will present each day for two weeks. Teacher can use the Alphabet Song in Ilokano or any song/poem/chant that has been discussed/learned in the past weeks.

# 2

## PANANGIBASA ITI LEVELED READER: “AGESKUELA AKON” (READING OF THE LEVELED READER: “AGESKUELA AKON!”)

### DAGITI ARAMIDEN SAKBAY TI PANAGIBASA (PRE-READING ACTIVITIES)

**Teacher says:** *Ita, basaentayo ti maysa a baro a libro. Grupuenkayo iti dua wenno tallo a grupo. Adda libro nga usaren ti tunggal grupo.*  
(Today, we are going to read a new book. I will divide the class into groups and each group will have a book to use.)

- Teacher divides the pupils in groups of 2-3. Teacher distributes books to the different groups.

### a. *Panagbasa iti Balikas* (Word Work)

- Teacher can show the high frequency words used in the book

**Teacher says:** *Sakbay a basaentayo ti libro, kayatko nga ipakita kadakayo ti dua a balikas.* (Before we start reading the book, I would like to show two words used in the story.)

#### *adda* (have)

**Teacher says:** *Ti balikas nga “adda” ket ipakitana no ania ti adda iti maysa a tao. 1) Adda nanangko. 2) Adda dua a matak.*  
(The word “have” shows that someone possesses something.  
1) I have a mother. 2) I have two eyes.)

#### *ko* (my)

**Teacher explains:** *Ti “ko” ket pangitudo iti banag a kukua.*  
(It is the same word as my. It is a pronoun added to the naming word for example: “my bag” in Ilokano “bagko”)

## ALDAW

# 3



1. Copy of Read Aloud story: *Dakayo Kadi ti Nanangko?*
2. “How Many Letters in Your Name Chart” (from manila paper/old calendar)
3. Alphabet in Ilokano Chart (audio recording)
4. Lyrics of the Alphabet in Ilokano song
5. Poem/song on chart or manila paper
6. Pictures of words beginning in /Tt/
7. Words beginning in /li/ written on flashcards
8. MTB-MLE Learner’s Manual
9. Copies of Leveled Reader: *Ageskuelaakon*

## NOTES

## NOTE TO TEACHER

Ask follow-up questions to the question “What do you see?”

For example:

- What do you see in the picture?
- What question does the little duckling ask?
- Why does the duckling look for his other?
- What does the duckling feel?



**Teacher says:** *Dagitoy a balikas ket kanayon a mabasa iti istoriatayo. Dumngegkayo a nalaing kabayatan ti intayo panagbasa.* (These words will appear in the text so listen carefully while we read the story.)

### b. Panangbuya Kadagiti Ladawan (Picture Walk)



**Teacher says:** *Kitaentayo ti libro a mabasa. Ania ti makitayo?* (Let's look at the picture on the cover. What do you see?)

- Teacher does a picture walk page-by-page.

#### Page 1



**Teacher says:** *Kitaenyo ti ladawan. Ania ti makitayo?* (Look at the picture. What do you see?)

#### Page 2



**Teacher says:** *Kitaenyo ti ladawan. Ania ti makitayo?* (Look at the picture. What do you see?)

#### Page 3



**Teacher says:** *Kitaenyo ti ladawan. Ania makitayo?* (Look at the picture. What do you see?)



**Teacher says:** *Makitayo kadi ti balikas nga “adda”?* (Do you see the word “adda”?)

#### Page 4



**Teacher says:** *Kitaenyo ti ladawan. Ania ti makitayo?* (Look at the picture. What do you see?)

#### Page 5



**Teacher says:** *Kitaenyo ti ladawan. Ania ti makitayo?* (Look at the picture. What do you see?)

#### Page 6



**Teacher says:** *Kitaenyo ti ladawan. Ania ti makitayo?* (Look at the picture. What do you see?)

#### Page 7



**Teacher says:** *Kitaenyo ti ladawan. Ania ti makitayo?* (Look at the picture. What do you see?)

#### Page 8



**Teacher says:** *Kitaenyo ti ladawan. Ania ti makitayo?* (Look at the picture. What do you see?)



### c. *Panangisagana Kadagiti Ubbing Iti Pannakaibasa Ti Istoria* (Setting the Scene)

**Teacher says:** *Ti istoriatayo ita nga aldaw ket “Dakayo kidi ti Nanangko. Sinurat daytoy m Rene O. Villanueva ken inladawan ni Nemy C. Cruz.*

**Teacher asks:** *Maipanggep iti ania ti istoria?*  
(What do you think is the story about?)



### BAYAT TI PANAGBASA (DURING READING ACTIVITIES)

**Teacher says:** *Ita ta nakitatayon dagiti ladawan ken naaddaantayo iti idea wenno pampanunoten maipanggep iti no ania ngata daytoy nga istoria, basaentayo daytoy. Umuna, basaek ti istoria ket dumngegkayo. Tallo ti aggigiddan nga aramidek kabayatan nga agbasasaak. (Okay, now that we have looked at the pictures and thought about what the story might be about, we are going to read the story. First, I am going to read the story and you follow along. I will be doing three things as I read.)*



1. *Kitaek dagiti balikas ken baliksek ida.*  
(Looking at the words and “sounding them out.”)
  2. *Kitaek dagiti ladawan tapno maaddaanak iti idea/ kapanunotan maipapan kadagiti basasaek a balikas.* (Look at the pictures for clues about the words.)
  3. *Siguraduek a ti ibagbagak a balikas ket isu met laeng ti ispelang wenno pannakaaisuratna. Kas koma no ti ammok ket “lapis” ngem no mingmingak ket letra “n” met ti pangrugian, ammok ngarud a saan a “lapis” daytoy. Isu a saanen a “lapis” ti isaok no kuan. Kitaek a nalaing dagiti letra a sumaruno iti letra “n”, notbuk, isu a notbuk no kuan ti isaok. (Checking to make sure what I think the word is, matches the spelling of the word. So if I thought the word was ‘lapis’ but when I looked at it, it began with the letter “n” I would know that I didn’t read it right. Instead of ‘lapis’ I would correct myself and say ‘notebook.’)*
- Teacher reads the book, stopping to make a comment or two about the match between the pictures and the text or text with the beginning letter to model the three steps above.
  - Teacher then asks the pupils to read the text all together at the same time. If pupils have difficulty with a word, prompt them with the questions such as:  
*Ania a letra/ uni ti pangrugian daytoy a balikas?*  
(What letter/ sound does the word begin with?)  
*Kitaenyo ti ladawan. Isu met la dayta ti maibaghaga?*  
(Look at the picture. Does it make sense?)
  - The teacher listens and takes note of any difficulties children have.

### NOTES

## NOTES

- Teacher cheers the students for doing a good job in choral reading.

**DAGITI ARAMIDEN KALPASAN TI PANAGBASA  
(AFTER READING ACTIVITIES)**

- Teacher asks pupils questions about the text read. Here are some suggested questions:

*Ania ti marikenayo maipanggep iti istoria?*

(What do you feel about the story?)

*No ngata sika ti ubing iti istoria, kasdiay ngata met ti marikenam? Apay?*

*Apay a saan?* (If you were the child in the story, would you feel the same way? Why or why not?)

*Ania pay dagiti dadduma a banag a mabalinmo nga isaganam sakbay a*

*mapanka ageskuela?* (What other things may you prepare before going to school?)

## NOTE TO TEACHER

- It is essential that teacher is able to assess that each pupil is giving the correct sound of each letter learned.

## 3

**ADALEN A LETRA (TARGET LETTER): “Tt”**

- From the name cards already on the board, ask volunteer pupils to encircle all the letter “Tt” they find.



**Teacher says:** *Ita, intayo adalen ti letra “Tt.” Ammoyo kadi ti uni daytoy a letra?* (Today, we are going to learn about the letter “Tt.” Do you know the sound of the letter “Tt”?)

- Teacher gives the sound of the letter “Tt”. Let the pupils repeat after him or her as a group and in pairs or individually. Teacher may also let the pupils listen to the sound from the audio file provided.
- Teacher introduces words by singing the beginning initial sound of each word. Teacher can show pictures.

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**/t/ Sound Song**

*Tawa, tawa .../t/.../t/.../t/*

*Tali, tali .../t/.../t/.../t/*

*Tulang, tulang .../t/.../t/.../t/*

*Tarong, tarong .../t/.../t/.../t/*

*Tukak, tukak .../t/.../t/.../t/*

*tawa* (window)

*tali* (rope)

*tulang* (bone)

*tarong* (eggplant)

*tukak* (frog)

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NOTES

- Teacher shows pupils how to write the big and small letter /Tt/. He or she lets them practice writing in the air, at the back of their classmates or using their body parts, etc.

## 4 HANDWRITING ACTIVITY

- Teacher reviews the class then directs pupils to the activity
1. Practice Writing letter /Tt/, refer to MTB-MLE Ilokano Learner's Manual pp. 40-41.
  2. Words that begin with the letter /Tt/, refer to MTB-MLE Learner's Manual p 37-38.

## 5 PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

**Teacher says:** Be ready to read the story once again tomorrow.

- Teacher affirms (praises, gives them a pat on the shoulder etc.) the pupils for doing a good job reading today.

## I INALDAW A MAARAMID (ROUTINE)

### Morning Sign-in

- Teacher asks pupils to continue their morning sign-in activity as in Day 1

**Activity 1:** *Mano a letra ti adda iti naganmo?*  
(How many letters are in your name?)

## 2 PANANGIBASA MANEN ITI LEVELED READER: AGESKUELAAKON (RE-READING OF THE LEVELED READER: "AGESKUELAAKON")

### Paired Reading

**Teacher says:** *Ita, ulitentayo a basaen ti istoria. Umuna, basaenyo a kaduayo ti maysa a kaeskuelaanyo.* (Today we will reread the story. First, you will read it in pairs)

- Teacher moves around the classroom to ensure on-task behaviors to all students.

ALDAW

4

## NOTES



## MATERIALS

1. "How Many Letters in Your Name Chart" (from manila paper/old calendar)
2. Alphabet Chart in Ilokano (audio recording)
3. Lyrics of the Alphabet in Ilokano song
4. Poem/song on chart or manila paper
5. Cards with letters /n/, /a/, /t/, and /i/
6. Cards with syllables /na/, /ni/, /ta/, /ti/
7. Copies of Leveled Reader: *Ageskuelaakon!*

## Choral Reading (Whole Class)

- Teacher signals choral reading.



**Teacher asks:** *Iti istoriatayo, asino ti nakasaganan a sumrek iti pagadalan?* (Who is ready for school in the story?)

- Children answer.

## Group Reading for Fluency



**Teacher says:** *Ita, nadumaduma a grupo ti mangbasa kadagiti nadumaduma a paset ti istoria.* (This time, I will assign different groups to read different parts of the story.)

- Teacher divides the class into 8 groups. Each group has a corresponding page to read.

Group 1	Adda bagko
Group 2	Adda lapisko
Group 3	Adda notbukko
Group 4	Adda sapatosko
Group 5	Adda unipormek
Group 6	Adda kaeskuelaak
Group 7	Adda maestrak
Group 8	Yehey! Ageskuelaakon!

- Teacher starts with the cover page and points to the group that will read the beginning and so on and so forth.



**Teacher asks:** *Ania pay dagiti dadduma a masapul nga itugotyo iti umuna nga aldaw ti klase?* (What other things will you bring to school on the first day of classes?)

- Teacher writes the answers on the board.

## 3

## PANAGPUTAR (COMPOSING ACTIVITY)

*a. Panangaramid iti Bukod nga Aktibidad*  
(Modelling the Activity)



**Teacher says:** *Iti sumaruno nga aramidentayo, masapul akaduayo ti kaparehayo.*

- Teacher shows the model first on the board using a sentence strip/or sentence starter written on the board, for example:

Sentence starter: *Mangitugotakto iti \_\_\_\_\_*  
(I will bring \_\_\_\_\_.)

NOTES

**Teacher says:** *Ania pay dagiti bambanag/ school supplies nga intugotyo ditoy pagadalan? Ilistayo dagiti bambanag nga intugotyo.*  
(What are the other school supplies you brought to school?  
List what you brought to school and write them.)



**Activity 1:** List of things I brought on the first day of school.  
(An A4 or a coupon bond can be used for the activity. Fold it into three columns. Pupils write what they bring then draw below.)

Name: _____		
Iti Umuna a Grado..... (In First Grade.....)		
Itugotkonto ti..... (I will bring .....)	Itugotkonto ti..... (I will bring.....)	Itugotkonto ti..... (I will bring .....)

**b. Panangibinglay (Sharing of Outputs)**

**Teacher says:** *Suroten ti pagtuladan nga inaramidko.* (Follow the sample I made as you share your answer with your partner.)



Examples:

*Intugotko ti krayola ditoy pagadalan.* (I brought crayons to school.)

*Usarek a pangmaris wenno pangkolor kadagiti indrawingko iti Umuna a Grado.* (I use them to color my drawings in Grade 1.)

- Pupils display their work on the wall.

4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

**Teacher says:** *Ituloytayo inton bigat ti mangipresentar iti inaramidtayo.* (We will continue tomorrow our sharing.)



- Teacher reminds pupils about their spelling drill the next day.
- Teacher praises pupils for doing a good job in choral reading.

## ALDAW

5



## MATERIALS

1. Copy of Read Aloud story: *Dakayo Kadi ti Nanangko?*
2. “How Many Letters in Your Name Chart” (from manila paper/old calendar)
3. Alphabet Chart in Ilokano (audio recording)
4. Lyrics of the Alphabet in Ilokano song
5. Poem/song on chart or manila paper
6. Cards with letters /n/, /a/, /t/, and /i/
7. Cards with syllables /na/, /ni/, /ta/, /ti/
8. High Frequency words: *adda, ko, a*
9. Copies of Leveled Reader: “Ageskuelaakon!”
10. Vocabulary words in cards/strips of paper
11. Definitions on cards/strips of paper

I

## INALDAW A MAARAMID (ROUTINE)

## a. Morning Sign-in

- Teacher asks pupils to continue their morning sign-in activity as in Day 1

**Activity 1: *Mano a letra ti adda iti naganmo?***  
(How many letters are in your name?)

## b. Review

- Teacher asks the pupils to sing the Alphabet Song in Ilokano. He or she asks them to recite a poem by groups, pairs or individually.

2

## PANAGBIBINNINGLAY (SHARING)



**Teacher says:** *Idi kalman, impakitayo, a kaduayo ti maysa a klasmeytyo, dagiti bambanag nga intugotyo iti umuna a lawas ti panagbasa. Ita, sumublat met dagiti saan pay a nakaipakita iti listaanda iti klase.*  
(Yesterday, you shared with a partner the things you brought on the first week of school. This time, it is the other pupil's turn to present their lists to the class.)

- Teacher asks for 4-5 volunteers to share to the class.

3

## PANANGAMMO NO ANIA TI NASURSURO ITI ISPELING (SPELLING ASSESSMENT)

- Teacher asks pupils to get the spelling drill booklet. Teacher dictates the words and pupils write those words (dictated) in the booklet. Focused letters in the words are “N”, “A”, “T”, “I.”

Examples:

/n/	/a/	/t/	/i/
<i>niog</i>	<i>ari</i>	<i>tawa</i>	<i>igat</i>
<i>nuang</i>	<i>atep</i>	<i>tukak</i>	<i>ipus</i>
<i>nateng</i>	<i>aritos</i>	<i>tali</i>	<i>irik</i>

4

## PANAGBASA A BUKBUKOD (INDEPENDENT READING)

- Teacher requires pupils to read in pairs or in groups any children's books in the classroom (depending on titles).

- Teacher goes around to see to it that every pupil is on task during the independent reading (gradual release) activities.
- Teacher assists struggling readers through to do further guided reading.

**5****PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)****“I Have.... Who has...” Games**

- Teacher leads as he or she gives the instructions about the game so that pupils can follow.

**Instruction:** The whole class can play this after reviewing vocabulary words.

- Vocabulary words and definitions on cards are all mixed up.
- Each pupil is given 1 word and a different definition.
- The 1st pupil says “Who has... (and reads definition)?
- The pupil who has the word says, “I have... (and reads the definition).
- Continue playing in this manner. Teacher goes around the room.

**NOTES****NOTE TO TEACHER**

Attach the comic strip.





WEEK

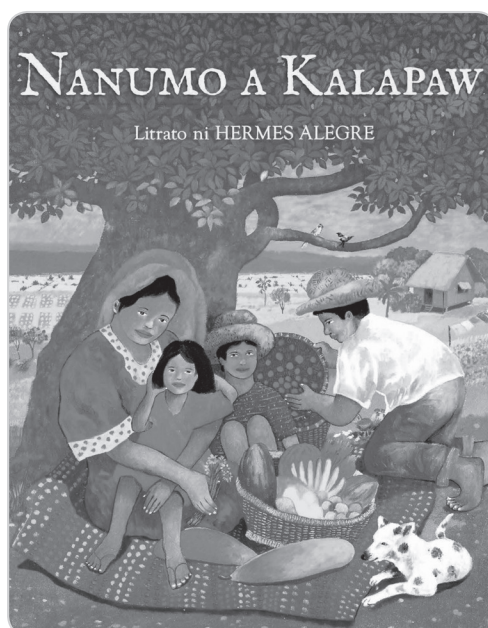
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## TEACHER'S GUIDE

# GRADE I MOTHER TONGUE ILOKANO

**THEME: *DAGITI TARAON A KANKANEK KEN TI NUTRISION*  
(THE FOOD I EAT AND NUTRITION)**

**READ ALOUD STORY: *NANUMO A KALAPAW*  
(BAHAY KUBO)**



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE I  
ILOKANO  
QUARTER I, WEEK 4 (50 MINUTES PER DAY)**

**Theme: *Dagiti Taraon a Kankanek ken ti Nutrision* (The Food I Eat and Nutrition)**

**Read Aloud Book: *Nanumo a Kalapaw (Bahay Kubo)***

*Illustrated by Hermes Alegre*

Day	Domain	Objectives	Subject Matter
Daily	<b>OL</b>	<ul style="list-style-type: none"> <li>• Talk about oneself and one's personal experiences</li> <li>• Recite and sing in groups familiar rhymes and songs</li> <li>• Recite and sing individually with ease and confidence songs, poems, chants, and riddles</li> </ul>	<ul style="list-style-type: none"> <li>• Morning Sign in: <i>How many letters are in your name?</i></li> <li>• Recitation: Poem/Song/Chant</li> <li>• Sharing Information</li> </ul>
	<b>G</b>	<ul style="list-style-type: none"> <li>• Use appropriate expression orally to introduce self</li> </ul>	
I	<b>BPK</b>	<ul style="list-style-type: none"> <li>• Follow words from left to right, top to bottom, and page by page</li> </ul>	<ul style="list-style-type: none"> <li>• Read Aloud: <i>Nanumo a Kalapaw (Bahay Kubo)</i></li> <li>a. <i>Before Reading Activities</i></li> <li>b. <i>During Reading Activities</i></li> <li>c. <i>After Reading Activities</i></li> </ul>
	<b>V</b>	<ul style="list-style-type: none"> <li>• Use vocabulary referring to people, objects and environment</li> <li>• Give meanings of words through picture clues or real objects</li> </ul>	

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading  
**BPK** – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness  
**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
1. Routine a. Morning Sign-in <ul style="list-style-type: none"> <li>Teacher continues activity: <i>How Many Letters Are in Your Name?</i></li> </ul> b. Singing the <i>Alphabet Song</i> <ul style="list-style-type: none"> <li>Teacher reviews teaches songs/poems with rhymes</li> <li>Teacher asks selected pupils to sing/recite individually</li> </ul> 2. Sharing Information <ul style="list-style-type: none"> <li>Teacher encourages pupils to share information about themselves, family, or friends</li> </ul>	1. Routine <ul style="list-style-type: none"> <li>Selected pupils write their names on prepared chart</li> <li>Pupils sing songs or recite poems as a group</li> <li>Selected pupils sings songs or recite poems individually</li> <li>Pupils identify rhyming words from the song/poem</li> </ul> 2. Sharing Information <ul style="list-style-type: none"> <li>Pupils share information about themselves, family, or friends</li> </ul>
1. Routine (refer above under Daily Activities) 2. Sharing Information <ul style="list-style-type: none"> <li>Teacher encourages pupils to share information about food they eat</li> </ul> 3. Read Aloud Activity - <i>Nanumo a Kalapaw</i> <i>Pre-reading Activities</i> <ul style="list-style-type: none"> <li>Teacher gives motivation activity</li> <li>Teacher unlocks difficult words</li> <li>Teacher talks about the book cover, title, author, and illustrator</li> <li>Teacher gives motive question/s</li> </ul> <i>During Reading Activities</i> <ul style="list-style-type: none"> <li>Teacher reads the story and pauses at certain points to ask questions about the illustrations</li> </ul>	1. Routine (similar as above) 2. Sharing Information <ul style="list-style-type: none"> <li>Pupils talk about their favorite food</li> </ul> 3. Read Aloud Activity – <i>Nanumo a Kalapaw</i> <i>Pre-reading Activities</i> <ul style="list-style-type: none"> <li>Pupils talk about whether or not they eat vegetables</li> <li>Pupils identify pictures of common vegetables</li> <li>Pupils participate in activities to build their vocabulary</li> </ul> <i>During Reading Activities</i> <ul style="list-style-type: none"> <li>Pupils talk about the illustrations they see in the book</li> </ul>

**PA** – Phonological Awareness **PWR** – Phonics and Word Recognition

**RC** – Reading Comprehension **S** – Spelling **SS** – Study Skills **V** – Vocabulary Development

Day	Domain	Objectives	Subject Matter
I			
2	OL	<ul style="list-style-type: none"><li>Sing in groups a familiar song</li></ul>	<ul style="list-style-type: none"><li>Read Aloud: <i>Nanumo a Kalapaw (Bahay Kubo)</i></li><li>Sequencing Events</li><li>Composing activity: drawing and labeling</li></ul>
	LC	<ul style="list-style-type: none"><li>Give correct sequence of events from the story listened</li></ul>	
	C	<ul style="list-style-type: none"><li>Express ideas through a variety of symbols (e.g. drawings, invented spelling)</li></ul>	

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading  
**BPK** – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness  
**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p><i>After Reading Activity</i></p> <ul style="list-style-type: none"> <li>Teacher goes back to the motive questions and asks pupils to answer it</li> <li>Teacher gives activity for vocabulary development</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher tells pupils that the story he or she read can be sung and they will do that tomorrow</li> </ul>	<p><i>After Reading Activity</i></p> <ul style="list-style-type: none"> <li>Pupils talk about the family in the illustrations – where they live, the surroundings</li> <li>Pupils participate in vocabulary building activity</li> </ul> <p>4. Concluding the Session</p>
<p>1. Routine (refer above under Daily Activities)</p> <p>[2. Sharing Information</p> <p>* <i>Theme and content for sharing is at teacher's discretion and may take at a different time as needed by activities.]</i></p> <p>2. Rereading of Read Aloud</p> <ul style="list-style-type: none"> <li>Teacher teaches the class how to sing the text of "Nanumo a Kalapaw"</li> </ul> <p>3. Group Work: Sequencing Events</p> <ul style="list-style-type: none"> <li>Teacher asks pupils to work in groups and as a class they will give the correct sequence of plants that were mentioned in the story</li> </ul> <p>4. Composing Activity</p> <ul style="list-style-type: none"> <li>Teacher guides pupils in describing their home and the different parts or objects in the house. He or she then asks pupils to draw their homes.</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher tells pupils that he or she will display their works and they can look at the works of their classmates tomorrow</li> </ul>	<p>1. Routine (similar as above)</p> <p>[2. Sharing Information</p> <p>* <i>Pupils share information about a theme or topic.]</i></p> <p>2. Rereading of Read Aloud</p> <ul style="list-style-type: none"> <li>Pupils sing the text of the story "Nanumo a Kalapaw"</li> </ul> <p>3. Group Work: Sequencing Events</p> <ul style="list-style-type: none"> <li>Pupils recall the sequence of plants/vegetables as they were mentioned in the story</li> </ul> <p>4. Composing Activity</p> <ul style="list-style-type: none"> <li>Pupils work individually and draw their homes</li> <li>Pupils share their illustrations in pairs</li> </ul> <p>5. Concluding the Session</p>

PA – Phonological Awareness

PWR – Phonics and Word Recognition

RC – Reading Comprehension

S – Spelling

SS – Study Skills

V – Vocabulary Development

Day	Domain	Objectives	Subject Matter
3	<b>SS</b>	<ul style="list-style-type: none"> <li>Follow simple one to three-step oral directions.</li> </ul>	<ul style="list-style-type: none"> <li>Target letters: “Kk” and “Oo”</li> </ul>
	<b>PWR</b>	<ul style="list-style-type: none"> <li>Match words with pictures</li> <li>Give the name and sound of target letters</li> <li>Identify upper case and lower case letters</li> </ul>	
	<b>HW</b>	<ul style="list-style-type: none"> <li>Write the upper case and lower case letters legibly</li> </ul>	

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading  
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**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
1. Routine (refer above under Daily Activities) [2. Sharing Information <i>* Theme and content for sharing is at teacher's discretion and may take at a different time as needed by activities.]</i> 2. Vocabulary Work: Game <ul style="list-style-type: none"> <li>Teacher shows pictures from previous days and representative from each group give the correct spelling</li> </ul> 3. Target Letter: "Kk" <ul style="list-style-type: none"> <li>Teacher introduces letter "Kk" by asking pupils to circle the letter Ks they find from the words on metacards</li> <li>Teacher gives skills activity for the letter "Kk"</li> </ul> 4. Target Letter: "Oo" <ul style="list-style-type: none"> <li>Teacher introduces letter "Oo" by asking pupils to circle the letter Os they find from the metacards</li> <li>Teacher gives skills activity for the letter "Oo"</li> </ul> 5. Concluding the Session <ul style="list-style-type: none"> <li>Teacher tells pupils that they will learn more about the letters "Kk" and "Oo" tomorrow</li> <li>Teacher tells pupils that they will listen to the story again tomorrow</li> </ul>	1. Routine (similar as above) [2. Sharing Information <i>* Pupils share information about a theme or topic.]</i> 2. Vocabulary Work: Game <ul style="list-style-type: none"> <li>Pupils give and write the name of the vegetables in the pictures</li> </ul> 3. Target Letter: "Kk" <ul style="list-style-type: none"> <li>Pupils give the sound of the letter "Kk"</li> <li>Pupils practice writing the letter "Kk"</li> <li>Pupils give the beginning letters of pictures given</li> </ul> 4. Target Letter: "Oo" <ul style="list-style-type: none"> <li>Pupils give the sound of the letter "Oo"</li> <li>Pupils practice writing the letter "Oo"</li> <li>Pupils give the beginning letters of pictures given</li> </ul> 5. Concluding the Session
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
4	PA	<ul style="list-style-type: none"> <li>• Say the new spoken word when two or more sounds are put together</li> <li>• Say the new spoken word when two or more syllables are put together</li> </ul>	<ul style="list-style-type: none"> <li>• Read Aloud: <i>Nanumo a Kalapaw (Bahay Kubo)</i></li> <li>• Syllabication:               <ul style="list-style-type: none"> <li>– K + o/a/i</li> <li>– N + o/a/i</li> <li>– T + o/a/i</li> </ul> </li> </ul>
<b>DOMAINS:</b> <b>AK</b> – Alphabet Knowledge <b>ATR</b> – Attitude Towards Reading <b>BPK</b> – Book Print Knowledge <b>C</b> – Composition <b>F</b> – Fluency <b>G</b> – Grammar Awareness <b>HW</b> – Handwriting <b>LC</b> – Listening Comprehension <b>OL</b> – Oral Language			



Teacher's Activities	Learner's Activities
<p>1. Routine (refer above under Daily Activities)</p> <p>[2. Sharing Information</p> <p>* <i>Theme and content for sharing is at teacher's discretion and may take at a different time as needed by activities.]</i></p> <p>2. Rereading of the Read Aloud:  <i>Nanumo a Kalapaw (Bahay Kubo)</i></p> <ul style="list-style-type: none"> <li>Teacher reads the story again and uses the story as springboard for review of letters "Kk" and "Oo"</li> <li>Teacher tells pupils that they will talk more about syllables and words tomorrow</li> </ul> <p>3. Syllabication</p> <p>a. <u>Ko/Ka/Ki</u></p> <ul style="list-style-type: none"> <li>Teacher reviews letters "Kk" and "Oo" and instructs on syllabication</li> <li>Teacher also reviews previous vowels: a and i. He or she teaches syllabication of these vowels with "Kk."</li> </ul> <p>b. <u>No/Na/Ni</u></p> <ul style="list-style-type: none"> <li>Teacher reviews the letter "Nn" and teaches syllabication with vowels i, a, and o</li> </ul> <p>c. <u>To/Ta/Ti</u></p> <ul style="list-style-type: none"> <li>Teacher reviews the letter "Tt" and teaches syllabication with vowels i, a, and o</li> </ul> <p>4. Activities: Whole Class, Pair and Individual</p> <ul style="list-style-type: none"> <li>Teacher conducts skills activities on syllabication. Depending on pace of pupils, not all activities may be given.</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher tells pupils that they will talk more about syllables and words tomorrow</li> </ul>	<p>1. Routine (similar as above)</p> <p>[2. Sharing Information</p> <p>* <i>Pupils share information about the theme or topic]</i></p> <p>2. Rereading of the Read Aloud</p> <ul style="list-style-type: none"> <li>Pupils listen to rereading of the story</li> <li>Pupils look for letters "Kk" and "Oo" from the story text</li> </ul> <p>3. Syllabication</p> <ul style="list-style-type: none"> <li>Pupils form syllables from letters taught</li> <li>Pupils form words from syllables</li> </ul> <p>4. Activities</p> <ul style="list-style-type: none"> <li>Pupils answer skills activities</li> </ul> <p>5. Concluding the Session</p>
<p><b>PA</b> – Phonological Awareness   <b>PWR</b> – Phonics and Word Recognition  <b>RC</b> – Reading Comprehension   <b>S</b> – Spelling   <b>SS</b> – Study Skills   <b>V</b> – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
5	<b>PA</b>	<ul style="list-style-type: none"> <li>Identify rhyming words in nursery rhymes, songs, jingles, poems, and chants</li> </ul>	<ul style="list-style-type: none"> <li>Read Aloud: <i>Nanumo a Kalapaw (Bahay Kubo)</i></li> </ul>
	<b>C</b>	<ul style="list-style-type: none"> <li>Write the lyrics of a text/song by working collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming words</li> </ul>
	<b>SS</b>	<ul style="list-style-type: none"> <li>Follow simple one-to three-step oral directions</li> </ul>	<ul style="list-style-type: none"> <li>Changing the lyrics of the song</li> </ul>
<b>DOMAINS:</b> <b>AK</b> – Alphabet Knowledge <b>ATR</b> – Attitude Towards Reading <b>BPK</b> – Book Print Knowledge <b>C</b> – Composition <b>F</b> – Fluency <b>G</b> – Grammar Awareness <b>HW</b> – Handwriting <b>LC</b> – Listening Comprehension <b>OL</b> – Oral Language			

Teacher's Activities	Learner's Activities
1. Routine (refer above under Daily Activities) [2. Sharing Information <i>* Theme and content for sharing is at teacher's discretion and may take at a different time as needed by activities.]</i> 2. Rhyming Words <ul style="list-style-type: none"> <li>Teacher talks about rhyming words</li> <li>Teacher gives activities on rhyming words</li> </ul> 3. Group Work: Class Song <ul style="list-style-type: none"> <li>Teacher instructs the pupils that they will change the lyrics of the song <i>Nanumo a Kalapaw</i>. He or she gives instructions to structure the activity.</li> </ul> 4. Concluding the Session <ul style="list-style-type: none"> <li>Teacher gives the students some spelling words</li> <li>Teacher lets pupils sort spelling words and other words introduced during the week into the Word Wall</li> </ul>	1. Routine (similar as above) [2. Sharing Information <i>* Pupils share information about the theme or topic.]</i> 2. Rhyming Words <ul style="list-style-type: none"> <li>Pupils identify rhyming words in a song or poem</li> <li>Pupils give the rhyming word of a given word</li> </ul> 3. Group Work: Class Song <ul style="list-style-type: none"> <li>Pupils work in groups to change the lyrics of the song</li> </ul> 4. Concluding the Session
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

## ALDAW

I



## MATERIALS

1. Copy of Read Aloud story: *Nanumo a Kalapaw*
2. "How Many Letters in Your Name Chart" (from manila paper/old calendar)
3. Alphabet in Ilokano Chart (audio recording)
4. Lyrics of the Alphabet in Ilokano song
5. Poem/song on chart or manila paper
6. Pictures for vocabulary words

## INALDAW A MAARAMID (ROUTINE)

## a. Morning Sign-in.

**Activity 1:** *Mano a letra ti adda iti naganmo?*  
(How many letters are in your name?)

- Teacher continues the activity from Week 3.
- The teacher's nametag serves as a sample for pupils to see.

b. *Daniw Wenno Kanta* (Rhyme/Poem or Song)

- Teacher introduces a poem or song.
- Teacher reads the poem or song to the pupils. He or she lets pupils sing with him or her.

***Ni Pilemon (Si Pilemon)***

*Ni Pilemon, ni Pilemon napan nagkalap 'diay baybay*  
(Pilemon, Pilemon went to fish in the sea)

*Nakakalap, Nakakalap iti ikan*  
(He caught, he caught a big fish)

*Inlakona idia y igid ti kalsada*  
(He sold it by the roadside)

*Ngem awan naganabna, asi pay ti pamiliana*  
(He got nothing for it, pity for his family)

*Ta ingatangna iti arakna*  
(Cause he just bought wine)

## Comprehension Check:

Here are some suggested questions

1. *Asino ti mais-istoria?* (Who is talked about in the story?)
2. *Sadino ti napan nagkalapan ni Pilemon iti maysa nga aldaw?*  
(Where did Pilemon go fishing one day?)
3. *Ania ti inaramidna iti ikan a nakalapanna?*  
(What did he do with the fish he caught?)
4. *Ania ti inaramidna iti naglakuanna?*  
(What did he do with the money he was paid?)
5. *No sika ni Pilemon, igatangmo kadi iti arak ti naglakuam iti ikan? Apay?*  
(If you were Pilemon, would you buy wine with your money?  
(Give reasons for your answer.)

6. *No sika ni Pilemon, ania ti gatangem? Apay?*  
(If you were Pilemon, what would you buy? Why?)

## NOTES

## 2

**PANAGPIPINNADAMAG (NEWS SHARING)**

- Teacher asks pupils to share what their favorite food is/are. Ask for 3-5 volunteers.

**Teacher says:** *Ita, intay pagsasaritaan dagiti magusgustuanyo a makmakan. Daytoy ti pagtuladan no sumungbatkayo.* (Now, we will talk about our favorite foods. Here's your guide when answering.)

- Teacher writes this format on the board or manila paper and models how to answer.

*Ti magusgustuak a makan ket \_\_\_\_.* (My favorite food is \_\_\_\_.)

*Kanek daytoy iti pammigat/pangngaldaw/pangrabii/oras ti merienda.*  
(I eat this for breakfast/lunch/dinner/snacks.)

*Magusgustuak daytoy \_\_\_\_ gapu ta \_\_\_\_.* (I like \_\_\_\_ because \_\_\_\_.)

## 3

**PANAGIBASA ITI READ LOUD: NANUMO A KALAPAW (READING OF THE READ ALOUD STORY: BAHAY KUBO)****DAGITI ARAMIDEN SAKBAY TI PANAGIBASA (PRE-READING ACTIVITIES)*****Panangammo iti Dati nga Ammo Dagiti Ubbing*  
(Activating Prior Knowledge)**

*Daytoy ket nateng. Sidak daytoy iti (pammigat). Kayatko ti (nagan ti nateng) gapu ta naimas ken nasustansia daytoy. Asino kadakayo ti agsidsida iti natnateng?* (My favorite food is (name of vegetable).

It is a vegetable. I usually eat this for (type of meal). I like (name of vegetable) because it is delicious and healthy. Who among you eat vegetables?)

**Teacher says:** *Ipakitak kadakayo dagiti nadumaduma a ladawan dagiti natnateng. Pugtuanyo ti naganda.* (I am going to show you different photos and illustrations of vegetables. Guess what their names are.)

- Teacher shows photos/illustrations of familiar plants from the story: *tarong* (eggplant), *sibuyas* (onion), *bawang* (garlic), *utong* (stringbeans), *karabasa* (pumpkin), *kamatis* (tomato)

## NOTES



**Teacher says:** *Nakitkitayo kadin dagitoy a nateng? . . . Ti istoriatayo ita ket maipanggep kadagiti nadumaduma a klase ti nateng. Ngem sakbay a basaek, adda sumagmamano a balikas nga ibinglayko kadakayo.*

(Have you seen all these vegetables?.... Our story today is about the different kinds of vegetables. However, before I read, there are some words I want to share with you.)

***Panangammo iti Kayat a Sawen Dagiti Balikas***  
**(Unlocking of Difficulties)**

- Teacher uses pictures, context clues, gestures, or realia to help pupils describe some of the difficult words in the story. Below are some suggested words.

***tangkoy*** (winter melon)

*Ti tangkoy ket maysa a lanut nga agkalatkat no agtubo. Ti sukogna ket maraitlog. Ti bungana ket mabalin a lutuen a kas sidaen.* (Winter melon is a vine that crawls as it grows. Its flower is yellow. It bears fruit that is oblong in shape. We usually cook the fruit as viand.)

***tabungaw*** (bottlegourd/white squash)

*Ti tabungaw ket maysa met a lanut. Maraitlog met ti bunga na. Mabalin met daytoy a maluto a sidaen. Nasustansia met daytoy a nateng.* (Bottlegourd/white squash is also a vine. The fruit also has an oblong shape. The fruit is cooked and full of nutrients.)

***lengnga*** (sesame)

*Ti lengnga ket agsabong a mula. Addaan iti babassit a bunga a kasla kapsula. Adda nangisit a bukel iti unegna. Ti bukelna ket mausar a paglaok no agaramidda iti makan a kas iti tinapay.*

(Sesame is a flowering plant. It has a tiny capsulelike fruit. There is a seed inside it. The seed is used as an ingredient in making food, such as bread.)

***nanumo a kalapaw*** (nipa hut)

*Ti kalapaw ket maysa a kita ti balay. Kadanyan a makita daytoy iti away. Ti atepna ket mabalin a naaramid iti pan-aw ken ti didingna, mabalin met a naaramid iti bulo.* (The nipa hut is a type of house usually found in the rural areas. Its roof is made of leaves and the walls are from trees.)

***Panagpugto ken Panangisagana iti Panggep ti Ibasa nga Istorya***  
**(Predicting and Setting a Purpose for Reading)**

- Teacher shows the cover of the book and asks pupils questions to talk about it.



**Teacher says:** *Kitaenyo ti akkab ti libro. Ania ti makitayo?*

*Asino wenno ania ti kangrunaan nga agbibigay iti istoria? . . . Ania ti paulo ti istoria? Asino ti autor? Ania ti kayat a sawen ti “nanumo”? . . . Asino ti nangiladawan wenno dibuhista??* (Look at the cover of the book. What do you see? Who or what is the main character in the story? . . . What is the title of the story? Who is the writer? What does “nanumo” mean? . . . Who is the illustrator?)

NOTES

- Teacher lets volunteer pupils read the title and give the names of the author and illustrator. Teacher explains to pupils that the story is written by someone who may have heard or read the story before.

**Teacher says:** *Maipanggep iti ania ti istoria? Ania ti kayatyo a maammuan maipanggep iti istoria? . . . Ania dagiti mula a nanglawlaw iti kalapaw?* (What is the story about? What do you want to know about the story? . . . What plants grow around the nipa hut?)



**DAGITI ARAMIDEN BAYAT TI PANAGIBASA  
(DURING READING ACTIVITIES)**

- Teacher reads the story pausing at different pages to check pupils' comprehension and focus on some significant parts of the story. Below are some suggested pages.

**Pages 1 – 2**

*(Nanumo a kalapaw, uray no bassit)* – Draw attention to the illustration and ask the children what they can see.

**Teacher asks:** *Asino/ Ania dagiti nailadawan?*  
(Who/What are in the illustration?)



*Sadino ti ayan ti pamilia?* (What is this place where the family is?)

**Pages 3 - 4**

*(Dagiti mula idia ket nadumaduma)* – Draw attention to the illustration and ask what the man is doing.

**Teacher asks:** *Asino ngata daytoy a lalaki iti ladawan?*  
(Who do you think is the man in the picture?)



**Pages 11 - 12**

*(Idia ig-igidna ket napunno't lengga)* – Draw attention to the illustration and ask what is happening.

**Teacher asks:** *Ania makitayo iti ladawan?*  
(What do you see in the illustration?)



*Ania ngata ti ar-aramidenda?* (What do you think are they doing?)

**DAGITI ARAMIDEN KALPASAN TI PANAGIBASA  
(AFTER READING ACTIVITIES)**

- Teacher asks pupils questions about the story. Below are some examples:

*Ania a klase ti balay ti pagnaedan ti pamilia?*  
(What kind of house does the family live in?)

## NOTES

*Ania dagiti diyo unay am-ammo a mula wenno nateng a nadakamat iti istoria?* (What other unfamiliar vegetables or plants are mentioned in the story?)

*Magusgustuan ngata ti pamilya ti agnaed iti bassit a balayda? Apay a nakunam dayta?* (Does the family enjoy living in their little house? Why do you say so?)

*Ania ti marikrikna ti pamilya iti panagnaedda iti kalapawda?* (What does the family feel living in the nipa hut?)

*Kayatmo kadi met ti agyan iti maysa a kalapaw? No wen, apay? No saan, apay?* (Would you like to live in a nipa hut? Why or Why not?)

## 3

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher asks pupils if they know that the story can be sung. He or she tells them that they will do that tomorrow.

## ALDAW

## 2

**MATERIALS**

- Copy of Read Aloud story: *Nanumo a Kalapaw*
- "How Many Letters in Your Name Chart" (from manila paper/old calendar)
- Alphabet in Ilokano Chart (audio recording)
- Lyrics of the Alphabet in Ilokano song
- Poem/song on chart or manila paper
- Pictures for vocabulary words

## I

**INALDAW A MAARAMID (ROUTINE)****Morning Sign-in.**

**Activity 1:** *Mano a letra ti adda iti naganmo?* (How many letters are in your name?)

- Teacher continues the morning activity.

## 2

**PANANGIBASA MANEN ITI ISTORIA: NANUMO A KALAPAW? (RE-READING OF THE READ ALOUD STORY: BAHAY KUBO?)**

Teacher introduces the story as a song: *Malagipyo kadi ti istoriatayo idi kalman? Mabalintayo pay a kantaen ti istoria. Isurok kadakayo ket dagiti makaammo, mabalinyo ti makipagkanta kaniak.* (Do you remember the story we read yesterday? We can also sing that story. I will teach you how. Those who already know the song can sing it with me.)

- Teacher asks the whole group to sing. He or she can also divide the class – by rows, gender – to sing the song two more times.



## NOTES

## 3

**PANAGPUTAR: (COMPOSING ACTIVITY)**

**Teacher asks:** *Ania ti awag iti balay a pagnanaedan ti familia iti istoria? Iladawanyo man wenno ibagayo man ti itsurana?*

(What is the name of the house where the family lived in the story? How does their home look like?)

**Teacher says:** *Kasano ti itsura ti balayyo?*

(How does your house look like?)

- Teacher asks for 1 or 2 volunteers to draw on the board what their house looks like. He or she also asks them to label some of the parts of the house. (Accept invented spelling, but also point out the “grown-up” or correct spelling.)
- Teacher then asks pupils to do this activity in their notebooks or on a sheet of bond paper.
- Teacher asks pupils to share with their partners their work.

## 4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher asks pupils to display their work on the wall.

## ALDAW

3



## MATERIALS

1. Copy of Read Aloud story: *Nanumo a Kalapaw*
2. "How Many Letters in Your Name Chart" (from manila paper/old calendar)
3. Alphabet in Ilokano Chart (audio recording)
4. Lyrics of the Alphabet in Ilokano song
5. Poem/song on chart or manila paper
6. Pictures for vocabulary words
7. Pictures/words that begin with letter /Kk/;/ Oo

I

## INALDAW A MAARAMID (ROUTINE)

## a. Morning Sign-in

**Activity:** *Mano a letra ti adda iti naganmo?*  
(How many letters are in your name?)

- Teacher continues the morning activity.

b. *Danin Wenno Kanta* (Poem or Song)

- Teacher introduces a poem or song.
- Teacher reads the poem or song to the pupils. He or she lets pupils sing with him or her.

2

## AY-AYAM: Pictionary (GAME: Pictionary)

- Teacher divides the class into 3 groups. Each group choose 5 representatives to answer the questions.
- Using illustrations from Day 1, teacher will show 5 pictures of vegetables and asks three pupils (one from each group) to simultaneously write on the board the correct spelling of the picture. Teacher gives words with "K", "O", "N", "A", "T", "I" if possible. The group with highest number of correct answers wins.

**Possible Words:** *kalapaw, kamatis, karabasa etc.*

- Teacher tells the pupils to review the names and spelling by using the pictures and cards.

3

## ADALEN A LETRA (TARGET LETTER): "Kk"

From the name cards already on the board, ask volunteer pupils to encircle all the letter "k" they find.



**Teacher says:** *Ita nga aldan, intay adalen ti letra "k." Ammoyo kadi ti uni ti "k"?* (Today, we will learn about the letter "k." Do you know the sound of the letter "k"?)

- Teacher gives the sound of the letter "k." He or she lets the pupils repeat after the sound by a group, and by pairs a group and or individually.
- Teacher introduces words that begin with the letter "k." Teacher can show pictures.

*kamatis* (tomato), *kalapaw* (nipa hut), *karabasa* (squash), *kayo* (tree), *keso* (cheese), *karayan* (river)

- Teacher explains that there are two ways of writing the letter “K” – small “k” and capital “K.” Teacher models writing on air.
- Teacher models writing on board and asks for volunteers.

/k/ sound song

*Kamatis, kamatis .../k/.../k/.../k/*

*Kalapaw, kalapaw .../k/.../k/.../k/*

*Karabasa, karabasa .../k/.../k/.../k/*

*Kayo, kayo .../k/.../k/.../k/*

*Karayan, karayan .../k/.../k/.../k/*

NOTES

**Dagiti Aramiden** (Activities)

1. Handwriting Activity

Teacher tells pupils to practice writing letter “Kk.”

For the activity, refer to MTB-MLE *Ilokano* (Learner’s Manual) pp.46-47.

2. Words that begin with letter “Kk.”

For the activity, refer to MTB-MLE *Ilokano* (Learner’s Manual) pp. 43-44

4

**ADALEN A LETRA (TARGET LETTER): “Oo”**

- From the name cards of words unlocked, teacher asks volunteer pupils to encircle all the letter “o” they find. (example: *tangkok*, *rabanos*, *pulumingko*)

**Teacher says:** *Ita nga aldaw, intay adalen ti letra “o”. Ammoyo kadi ti uni ti “o”?* (Today, we will learn about the letter “o”. Do you know the sound of the letter “o”?)



- Teacher gives the sound of the letter “o.” He or she lets the pupils repeat after the sound by a group, and by pairs a group and or individually.
- Teacher introduces words that begin with the letter “o.” He or she shows pictures.

## NOTES

**/o/ sound song***Okra, okra .../o/.../o/.../o/**Oras, oras .../o/.../o/.../o/**Otso, otso .../o/.../o/.../o/**Ospital, ospital .../o/.../o/.../o/**Oscar, Oscar .../o/.../o/.../o/**okra (lady's finger)**otso (eight)**oras (time)**ospital (hospital)***Oscar (name of a boy/man)**

- Teacher explains that there are two ways of writing the letter “o” – small “o” and capital “O.” Teacher models writing on air.
- Teacher models writing on board and asks for volunteers.

**Dagiti Aramiden (Activities)****1. Handwriting Activity**

Teacher tells pupils to practice writing letter “Oo.”

For the activity, refer to MTB-MLE *Ilokano*

(Learner's Manual) pp.63-64.

Pupils may also practice writing on a Grade 1 paper.

**2. Words that end with letter “Oo.”**For the activity, refer to MTB-MLE *Ilokano*

(Learner's Manual) pp. 60-61.

**5****PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher asks pupils to recall two letters they discussed.
- Teacher tells pupils that tomorrow, they will listen to the story again.

# I

## INALDAW A MAARAMID (ROUTINE)

### Morning Sign-in

**Activity 1:** *Mano a letra ti adda iti naganmo?*  
(How many letters are in your name?)

- Teacher continues the morning activity.

# 2

## PANANGIBASA MANEN ITI LIBRO A READ ALOUD: NANUMO A KALAPAW? (REREADING OF THE READ ALOUD STORY: BAHAY KUBO)

- Teacher reads the story again and asks pupils to listen for the /K/ and /O/ sound. Then he or she leads the class in singing the song “Nanumo a Kalapaw.”

# 3

## PANAMAGTIPON TAPNO MAKABUKEL KADAGITI SILABA KEN BALIKAS (BLENDING TO FORM SYLLABLES AND WORDS: K)

### Ko/ Ka/ Ki

- Teacher reviews letters and sounds of “k” and “o.”
- Teacher demonstrates blending letters “k” and “o” to form “ko.”

**Teacher says:** *No pagtiponnyo ti “k” a paaweng ken “o” a pauni makabukelkayo iti silaba “ko.”* (Combining consonant “k” with vowel “o” forms the syllable “ko.”)

- Teacher asks pupils to produce the sound of the blended syllable “ko”. Teacher calls 5 pupils to produce the sound “ko” together and asks the rest of the class to follow.
- Teacher reviews the letter and letter sounds “a” and “i” which were discussed in previous lessons.
- Teacher repeats the process for “ka” and “ki.”

**Teacher says:** *Ita, intay padasen a pagtiponen ti dua a silaba. Kas koma iti “ka” ken “ka” makabukelka iti “kaka.” Ammoyo no ania ti kayat a sawen ti “kaka”? Ti kayatna a sawen ti “kaka” ket kabsat a lalaki wenno babai.* (Now, we will try to combine two syllables. For example, we will join “ka” with another “ka” and it forms the word “kaka”. Do you know what “kaka” means? So, if we put together two syllables, we are able to form words.)

- Teacher lets pupils say the word “kaka” (*kaka* means brother or sister).

## ALDAW

# 4



## MATERIALS

- Copy of Read Aloud story: *Nanumo a Kalapaw*
- “How Many Letters in Your Name Chart” (from manila paper/old calendar)
- Alphabet in Ilokano Chart (audio recording)
- Lyrics of the Alphabet in Ilokano song
- Poem/song on chart or manila paper
- Pictures/words that begin with letter /k/, /n/, /t/, /l/, /i/, /o/
- Cards with syllables /ka/, /ki/, /ko/, /na/, /ni/, /no/, /ta/, /ti/, /to/

## NOTES

## No/Na/Ni

- Teacher reviews the letter and letter sound “n” which was discussed in previous lesson.
- Teacher demonstrates blending letters “n” and “o” to form “no.”
- Teacher asks pupils to produce the sound of the blended syllable “no.” Teacher can make 3- 5 students to produce the sound “no” to check that all students are able to give the proper pronunciation.
- Teacher repeats the process for “na” and “ni.”
- Teacher asks 5 pupils to produce the sound “na” and “ni” and the rest of the class echoes.



**Teacher says:** *Ita, intay padasen a pagtiponen ti dua a silaba. Kas koma iti “na” ken “na” makabukelka iti “nana”. Ammoyo ti kayatna a sawen ti “nana”? Ti “nana” ket pangawag iti maysa a baket. Isu a no pagtiponem ti dua a silaba, makabukeltayo iti balikas. (Now, we will try to combine two syllables. For example, we will join “na” with another “na” and it forms the word “nana.” Do you know what “nana” means? So, if we put together two syllables, we are able to form words.)*

- Teacher lets the pupils say the word “nana.”

## To/Ta/Ti

- Teacher reviews the letter and letter sound “t” which was discussed in previous lesson.
- Teacher demonstrates blending letters “t” and “o” to form “to.”
- Teacher asks pupils to produce the sound of the blended syllable “to.” Teacher can make 3- 5 pupils to produce the sound “to” to check that all students are able to give the proper pronunciation.
- Teacher repeats the process for “ta” and “ti.”
- Teacher asks 5 pupils to produce the sound “ta” and “ti” and asks the rest of the class to echo.



**Teacher says:** *Ita, intay padasen a pagtiponen ti dua a silaba. Kas koma iti “Ti” ken “na” makabukelka iti “Tina”. Ammoyo kadi ti kayatna a sawen ti “Tina”? Ti “Tina” ket nagan ti babai. Mangrugi iti dakkel a letra gapu ta daytoy ket nagan ti tao. (Now, we will try to combine two syllables. For example, we will join “Ti” with another “na” and it forms the word “Tina.” Do you know what “Tina” means? So, if we put together two syllables, we are able to form words.)*

- Teacher tells pupils to say the word “Tina.” (Tina means a name of a girl/woman. It starts with capital letter because it’s a proper name of a person.)

## NOTE TO TEACHER

Provide other interesting and challenging activities for teaching the alphabet.

For examples:

- Matching pictures with words.
- Completing the word that names a picture.
- Writing the beginning letter of a name word.

NOTES

4

**AKTIBIDAD ITI PANAMAGTITIPON (ACTIVITIES FOR BLENDING)**

**a. Whole Class Activity**

- As a whole class, teacher uses syllable cards and pairs them. Some are words while some are non-sense words.
- Teacher asks pupils to read and identify which are words and which are not.

Examples of non-sense words: *koti, tona, taso*

Examples of words: *Tata* (name), *Tino* (name), *Kato* (name)

**b. Group Activity (optional). Sentence completion**

- Teacher asks pupils to work in groups of 3 – 4.

**Teacher says:** *Ita, agaramidtayo iti patang. Mangbukelkayo kadagiti balikas manipud kadagiti silaba iti baba. Usaren dagiti balikas tapno agbalin a patang.* (Now, we are going to make sentences. In your groups, you are going to complete the sentence. You will form words from the syllables and you will use these to complete the sentences.)

- Teacher gives the following sentences to complete. Teacher reads the sentences slowly to guide the pupils.
- Teacher gives an example of how to accomplish tasks.

*Ti \_\_\_\_\_ ni \_\_\_\_\_ ket dakkel.* (The \_\_\_\_\_ of \_\_\_\_\_ is big.)

*Adda \_\_\_\_\_ ni \_\_\_\_\_.* (\_\_\_\_\_ has a \_\_\_\_\_.)

*Nanganak iti \_\_\_\_\_.* (I ate \_\_\_\_\_.)

**c. Individual Activity:**

- Teacher asks pupils to connect the syllables to form new words.
- Pupils can copy and answer in their notebooks.

**Pagtiponen dagiti silaba tapno mabukel ti balikas**

1. yo + yo = \_\_\_\_\_ 4. ma + ya = \_\_\_\_\_

2. ma + ta = \_\_\_\_\_ 5. ka + ma = \_\_\_\_\_

3. ti + sa = \_\_\_\_\_ 6. to + no = \_\_\_\_\_

5

**PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)**

- Teacher tells pupils that they will talk more about syllables and words tomorrow.

## ALDAW

5



## MATERIALS

1. Copy of Read Aloud story: *Nanumo a Kalapaw*
2. “How Many Letters in Your Name Chart” (from manila paper/old calendar)
3. Alphabet in Ilokano Chart (audio recording)
4. Poem/song on chart or manila paper
5. Cards with syllables /ka/, /ki/, /ko/, /na/, /ni/, /no/, /ta/, /ti/, /to/
6. metacards

I

## INALDAW A MAARAMID (ROUTINE)

## a. Morning Sign-in

**Activity 1:** *Mano a letra ti adda iti naganmo?*  
(How many letters are in your name?)

- Teacher continues the morning activity.

## b. Collect homework, if any was given the previous day.

2

## AGKAKAAWENG A BALIKAS (RHYMING WORDS)

- Teacher reviews words from yesterday, focusing on words that rhyme.

**Teacher says:** *Adda dagiti pinagpaparisko a balikas. Basaentayo amin.*  
(I have paired some words. Let's read them together.)

*Tata – lata**Toko – Kiko**Tina – Nina*

**Teacher asks:** *Ania ti maldanyo kadagiti napagpaparis a balikas?*  
(What do you notice about the paired words?)

- Teacher discusses what rhyming words are. *Agpada ti awengda gapu ta ti maudi a silabada ket agpada. Iti Ingles, maawagan daytoy iti 'rhyming words'. Iti Ilokano, agkaaweng a balikas.* (The two words rhyme because their last syllables are the same. In English, we call these rhyming words.)
- Teacher prepares the word cards from the story *Nanumo a Kalapaw* (Bahay Kubo). Teacher only pulls out the rhyming words:  
*kalapaw – tabungaw; uray – idia; karabasa – mustasa*



**Teacher says:** *Kitaentayo dagiti balikas nga agkaaweng wenno agpada ti awengda* (rhyming words) *iti istoria a “Nanumo nga Kalapaw”* (Bahay Kubo). (Let's look at the words that rhyme in the story.)

- Teacher only shows one word, for example “kalapaw,” and lets the pupils look for its rhyming pair among the words.

3

PAGTITINNULONGAN NGA ARAMID: PANAGARAMID  
ITI KANTA  
(COLLABORATIVE WORK: CLASS SONG)

- Teacher asks children to sing the song *Nanumo a Kalapaw* (Bahay Kubo). He or she writes the text/lyrics on a manila paper for children to follow.
- Teacher then covers the names of the plants/vegetables. He or she tells the class that they will be making their own version of the



song, *Nanumo a Kalapan* (Bahay Kubo).

**Teacher says:** *Ita, ipadastayo a sukatan dagiti dadduma a balikas ti kanta. Isukattayo dagiti makitkitatayo idia katalatalonan/away kas koma dagiti ayup, prutas wenno sabong.*

(Now, we will try to change some of the words in the song.

We will use other things we see in the farm/rural area such as animals (*ayup*), fruits (*prutas*) or flowers (*sabong*).

- Teacher demonstrates doing the first line.
- Teacher divides the class into 8 groups. Teacher gives reminders about working in a group such as participating, cooperating and respecting each other. Each group must choose a reporter.

*Nanumo a Kalapan, uray bassit*

*Mulmula idia ket nadumaduma*

**Sample:**

*Singkamas ken tarong*

Group 1: \_\_\_\_\_ (*sabong*) ken \_\_\_\_\_ (*sabong*)

Group 2: \_\_\_\_\_ (*sabong*), \_\_\_\_\_ (*sabong*), \_\_\_\_\_ (*sabong*)

Group 3: \_\_\_\_\_ (*prutas*), \_\_\_\_\_ (*prutas*),

Group 4: \_\_\_\_\_ (*prutas*), ken \_\_\_\_\_ (*prutas*) ken adda pay nayonna

Group 5: \_\_\_\_\_ (*prutas*), \_\_\_\_\_ (*prutas*),

Group 6: \_\_\_\_\_ (*ayup*), \_\_\_\_\_ (*ayup*)

Group 7: \_\_\_\_\_ (*ayup*), ken \_\_\_\_\_ (*ayup*)

*Idia ig-igidna ket napunno't*

Group 8: \_\_\_\_\_ (*sabong*).

- Teachers accepts invented spelling but informs them of the correct way of writing it. If they cannot spell it, they draw it.
- Teacher asks group reporters to share their answers to the class.

## 4

### PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

#### Phonics Word Wall

- Teacher introduces Phonics Word Wall. It contains the grade level words discussed during the week arranged per letter of the alphabet.
- Teacher gives 4 spelling words (suggested: *nipa, nga, mata, tisa*)
- Teacher informs pupils that there will be a Spelling Drill beginning next week, Week 5-Day 5.

#### NOTES





WEEK

5

## TEACHER'S GUIDE

# GRADE I

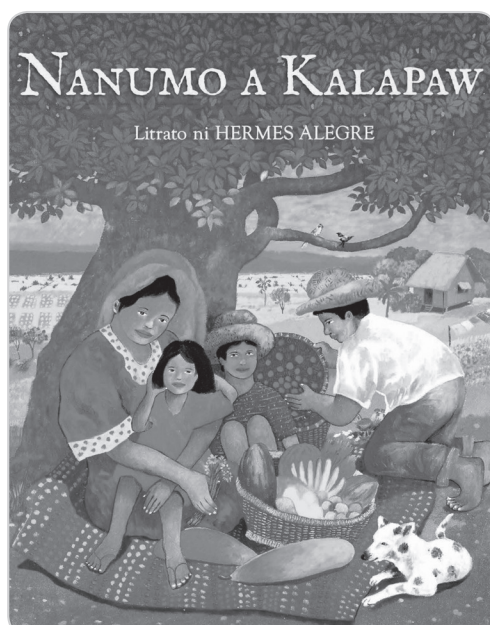
# MOTHER TONGUE

# ILOKANO

**THEME: DAGITI TARAON A KANKANEK KEN NUTRISION**  
**(THE FOOD I EAT AND NUTRITION)**

**READ ALOUD STORY: NANUMO A KALAPAW (BAHAY KUBO)**

**LEVELED READER: "NAIMAS DAGITI PRUTAS"**  
**("DELICIOUS FRUITS")**



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE I  
ILOKANO  
QUARTER I, WEEK 5 (50 MINUTES PER DAY)**

**Theme:** *Dagiti Taraon a Kankanek ken ti Nutrision* (The Food I Eat and Nutrition)

**Read Aloud Book:** *Nanumo a Kalapaw (Bahay Kubo)*

**Leveled Reader:** “*Naimas Dagiti Prutas*” (“Delicious Fruits”)

*Written by Ani Rosa Almario and illustrated by Rea Diwata Mendoza*

Day	Domain	Objectives	Subject Matter
Daily	<b>OL</b>	<ul style="list-style-type: none"> <li>Recite and sing individually with ease and confidence songs/poems/chants/riddles</li> </ul>	<ul style="list-style-type: none"> <li>Activity: “How many letters are in your name?”</li> <li>Individual Recitation</li> </ul>
	<b>C</b>	<ul style="list-style-type: none"> <li>Express ideas through a variety of symbol (e.g. drawings, invented spelling)</li> </ul>	<ul style="list-style-type: none"> <li>Read Aloud: <i>Nanumo a Kalapaw (Bahay Kubo)</i></li> <li>Composing Activity: Information Leaflet</li> </ul>
	<b>OL</b>	<ul style="list-style-type: none"> <li>Listen and respond to others in oral conversation</li> </ul>	
I	<b>SS</b>	<ul style="list-style-type: none"> <li>Follow simple one-to three-step oral directions</li> </ul>	

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading  
**BPK** – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness  
**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
1. Routine a. Morning Sign-in <ul style="list-style-type: none"> <li>Teacher continues activity: "How many letters are in your name?"</li> </ul> b. Individual Recitation <ul style="list-style-type: none"> <li>Teacher asks pupils to sing or recite a song/poem/chant individually</li> </ul>	1. Routine <ul style="list-style-type: none"> <li>Selected pupils write their names on a chart as they sign in</li> <li>Pupils sing or recite a song/poem/chant individually</li> </ul>
1. Routine (same as above under Daily Activities) 2. Composing Activity: Informational Leaflet a. Pre-writing Activity <ul style="list-style-type: none"> <li>Teacher uses the story as springboard to talk about eating vegetables to stay healthy</li> </ul> b. Mini-lesson: Teacher discusses what an informational leaflet is c. Writing Activity <ul style="list-style-type: none"> <li>Teacher guides pupils in the activity: making an informational leaflet</li> <li>Teacher gives instructions orally on how to fold the leaflet</li> </ul> d. Sharing of Works <ul style="list-style-type: none"> <li>Teacher asks pupils to find a pair and share their works. This can be done 2-3 times.</li> </ul> 3. Concluding the Session <ul style="list-style-type: none"> <li>Teacher collects works and displays them in the classroom by end of the day</li> <li>Teacher encourages pupils to look at works displayed</li> </ul>	1. Routine (same as above under Daily Activities) 2. Composing Activity a. Pre-writing Activity <ul style="list-style-type: none"> <li>Pupils talk about the benefits of eating vegetables</li> </ul> b. Mini-lesson <ul style="list-style-type: none"> <li>Pupils participate actively in the discussion</li> </ul> c. Writing Activity <ul style="list-style-type: none"> <li>Pupils make their own information leaflet</li> </ul> d. Sharing of Works <ul style="list-style-type: none"> <li>Pupils show and talk about their works to classmates</li> </ul> 3. Concluding the Session <ul style="list-style-type: none"> <li>Pupils look at works of other classmates the following day</li> </ul>
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
2	OL	<ul style="list-style-type: none"><li>Talk about pictures presented using appropriate local terminologies with ease and confidence</li></ul>	<ul style="list-style-type: none"><li>Guided Reading of Leveled Reader: “<i>Naimas Dagiti Prutas</i>” (“Delicious Fruits”)</li></ul>
	BPK	<ul style="list-style-type: none"><li>Follow words from left to right, top to bottom, and page by page</li></ul>	
	F	<ul style="list-style-type: none"><li>Read grade level words, phrases, and sentences with appropriate speed and accuracy</li></ul>	
	V	<ul style="list-style-type: none"><li>Use vocabulary referring to objects</li></ul>	

**DOMAINS:** **AK** – Alphabet Knowledge   **ATR** – Attitude Towards Reading  
**BPK** – Book Print Knowledge   **C** – Composition   **F** – Fluency   **G** – Grammar Awareness  
**HW** – Handwriting   **LC** – Listening Comprehension   **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p>1. Routine (same as above under Daily Activities)</p> <p>2. Guided Reading of Leveled Reader - "Naimas Dagiti Prutas" ("Delicious Fruits")</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher discusses high frequency words</li> <li>Teacher gives motive question</li> <li>Teacher conducts a picture walk of the book with the pupils</li> <li>Teacher discusses the cover, title, and author of the book</li> </ul> <p><i>Reading of Leveled Reader</i></p> <ul style="list-style-type: none"> <li>Teacher gives pupils the book in pairs or groups of 3. Teacher reads the story while pupils follow reading silently.</li> <li>Teacher gives decoding strategies that pupils may use</li> <li><i>Returning to the text:</i> Teacher lets pupils read the story as a group</li> <li>Teacher highlights some of the words that were difficult for the students</li> </ul> <p><i>After Reading</i></p> <ul style="list-style-type: none"> <li><i>Responding to the text:</i> Teacher relates the story to their personal experiences</li> </ul> <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher tells pupils that they will read the story again tomorrow</li> <li>Teacher gives spelling words</li> </ul>	<p>1. Routine (same as above under Daily Activities)</p> <p>2. Guided Reading of Leveled Reader - "Naimas Dagiti Prutas" ("Delicious Fruits")</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils read high frequency words</li> <li>Pupils answer questions about the pictures on the book</li> </ul> <p><i>Reading of Leveled Reader</i></p> <ul style="list-style-type: none"> <li>Pupils read silently while following as the teacher reads the story aloud</li> <li>Pupils demonstrate how to use decoding strategies taught</li> <li>Pupils read the story as a group</li> </ul> <p><i>After Reading</i></p> <ul style="list-style-type: none"> <li>Pupils talk about fruits that they know and like</li> </ul> <p>3. Concluding the Session</p>
<p><b>PA</b> – Phonological Awareness   <b>PWR</b> – Phonics and Word Recognition  <b>RC</b> – Reading Comprehension   <b>S</b> – Spelling   <b>SS</b> – Study Skills   <b>V</b> – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
3	<b>F</b>	<ul style="list-style-type: none"> <li>Read grade level words, phrases, and sentences with appropriate speed and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Guided Reading of Leveled Reader: <i>"Naimas Dagiti Prutas"</i> ("Delicious Fruits")</li> <li>Composing Activity</li> <li>Target letter "Ss"</li> </ul>
	<b>C</b>	<ul style="list-style-type: none"> <li>Express ideas through a variety of symbol (e.g. drawings, invented spelling)</li> </ul>	
	<b>PA</b>	<ul style="list-style-type: none"> <li>Isolate and pronounce the beginning letter of the word</li> </ul>	
4	<b>PWR</b>	<ul style="list-style-type: none"> <li>Blend specific letters to form syllables and words</li> <li>Give the name and sound of target letters and letters already learned</li> <li>Identify upper case and lower case letters</li> <li>Give the beginning letter/sound of a given picture</li> </ul>	<ul style="list-style-type: none"> <li>Target letter: "Ss"</li> <li>Review of previous letters: "Kk", "Nn", "Tt", "Oo", "Ii", "Aa"</li> </ul>
	<b>PA</b>	<ul style="list-style-type: none"> <li>Orally segment two to three syllable word into its syllabic parts</li> <li>Say the new spoken word when two or more syllables are put together</li> <li>Isolate the beginning sounds of given words</li> </ul>	

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading  
**BPK** – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness  
**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language



Teacher's Activities	Learner's Activities
1. Routine (same as above under Daily activities) 2. Rereading of Leveled Reader <ul style="list-style-type: none"> <li>Teacher supervises rereading of the story in pairs or groups</li> <li>Teacher lets the students read the story as a class</li> </ul> 3. Enrichment Activity <ul style="list-style-type: none"> <li>Teacher gives composing activity to the class. This can be poster-making or class book making. This is done in small groups.</li> </ul> 4. Concluding the Session <ul style="list-style-type: none"> <li>Teacher asks pupils to present their work in class</li> </ul>	1. Routine (same as above under Daily Activities) 2. Rereading of Leveled Reader <ul style="list-style-type: none"> <li>Pupils read the story again in pairs or groups</li> <li>Pupils read the story as a class</li> </ul> 3. Enrichment Activity <ul style="list-style-type: none"> <li>Pupils participate in the composing activity</li> </ul> 4. Concluding the Session <ul style="list-style-type: none"> <li>Pupils present their work in class</li> </ul>
1. Routine (same as above under Daily Activities) 2. Target Letter: "Ss" <ul style="list-style-type: none"> <li>Teacher introduces the letter "Ss"</li> <li>Teacher gives skills activities for the letter "Ss"</li> </ul> 3. Syllabication and Phonemic Isolation: Word-breaking and Word-making <ul style="list-style-type: none"> <li>Teacher discusses syllabication and phonemic isolation through word-breaking and word-making process. This serves as review from previous week's discussion.</li> </ul> 4. Concluding the Session <ul style="list-style-type: none"> <li>Teacher asks pupils to connect syllables to form new words</li> </ul>	1. Routine (same as above under Daily Activities) 2. Target Letter: "Ss" <ul style="list-style-type: none"> <li>Pupils give the sound of the letter "Ss"</li> <li>Pupils practice writing the letter "Ss"</li> <li>Pupils isolate the beginning letters of words to determine if a word starts with the letter "Ss"</li> </ul> 3. Syllabication and Phonemic Isolation <ul style="list-style-type: none"> <li>Pupils syllabicate words</li> <li>Pupils break words into letter sounds</li> <li>Pupils blend letters to form syllables</li> <li>Pupils combine syllables to form letters</li> </ul> 4. Concluding the Session <ul style="list-style-type: none"> <li>Pupils connect syllables to form new words</li> </ul>
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
5	<b>G</b>	<ul style="list-style-type: none"><li>Identify naming words</li></ul>	<ul style="list-style-type: none"><li>Naming Words - names of persons, places, and things</li><li>Naming Words – common vs. proper</li></ul>
	<b>S</b>	<ul style="list-style-type: none"><li>Spell and write correctly Grade I level words</li></ul>	
	<b>RC</b>	<ul style="list-style-type: none"><li>Infer character’s feelings and traits from the story read</li></ul>	
	<b>ATR</b>	<ul style="list-style-type: none"><li>Browse and choose books to read</li></ul>	

**DOMAINS:** **AK** – Alphabet Knowledge   **ATR** – Attitude Towards Reading

**BPK** – Book Print Knowledge   **C** – Composition   **F** – Fluency   **G** – Grammar Awareness

**HW** – Handwriting   **LC** – Listening Comprehension   **OL** – Oral Language

Teacher's Activities	Learner's Activities
<ol style="list-style-type: none"> <li>1. Routine (same as above under Daily Activities)</li> <li>2. Naming words <ul style="list-style-type: none"> <li>• Teacher discusses naming words</li> <li>• Teacher differentiates common vs. proper nouns</li> <li>• Teacher provides activities on nouns</li> </ul> </li> <li>3. Spelling Drill <ul style="list-style-type: none"> <li>• Teacher gives spelling test</li> </ul> </li> <li>4. Concluding the Session <ul style="list-style-type: none"> <li>• Teacher summarizes the lesson</li> <li>• Teacher informs pupils that they will read a new story next week</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Routine (same as above under Daily Activities)</li> <li>2. Naming Words <ul style="list-style-type: none"> <li>• Pupils are able to give names of people, places, and things</li> <li>• Pupils identify naming words</li> <li>• Pupils are able to tell what naming words are</li> <li>• Pupils are able to identify common and proper nouns</li> </ul> </li> <li>3. Spelling Drill</li> <li>4. Concluding the Session <ul style="list-style-type: none"> <li>• Pupils share which lessons were easy and which ones were difficult</li> </ul> </li> </ol>
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

## ALDAW

I



## MATERIALS

1. Copy of Read Aloud story: *Nanumo a Kalapaw*?
2. How Many Letters in Your Name Chart” (from manila paper/old calendar)
3. Poem/song on chart or manila paper
4. Information leaflet sample magnified (can be on manila paper or cartolina)
5. Sheets of bond paper with marks dividing it into three parts

I

## INALDAW A MAARAMID (ROUTINE)

## a. Morning Sign-in

- Continue activity from last week, “*Mano a letra ti adda iti naganmo?*” (“How many letters are in your name?”)

## b. Individual Recitation

- Teacher assigns a poem or song to the students. Only 5 will present each day for two weeks. Teacher can introduce “*Pakitong-kitong*”. Teacher can use “*Si Pilemon*”/ “*Nanumo a Kalapaw*” (Bahay Kubo) or any song/poem/chant that has been discussed/used in the past weeks. He or she can also teach the song, “*Pakitong-kitong*.”

***Pakitong-kitong***

*Tong tong tong tong (Tong tong tong tong)*

*Pakitong-kitong (Pakitong-kitong)*

*Ti rasa idiay baybay (Crab in the sea)*

*Nagdakkel ken nagimas (So big and delicious)*

*Narigat a matiliw (So difficult to catch)*

*Ta ngamin ket kumagat (because it bites)*

2

PANAGPUTAR: INFORMATIONAL TEXT  
(COMPOSING ACTIVITY: INFORMATIONAL TEXT)

## a. Pre-Writing Activity

- Teacher prepares the photos and pictures of the plants/vegetables from “*Nanumo a Kalapaw (Bahay Kubo)*” in order.
- Teacher lets the students sing the song “*Nanumo a Kalapaw (Bahay Kubo)*.”
- Teacher discusses the benefits of eating vegetables.



**Teacher says:** “*Apay a nasken nga agsidatayo iti natnateng?*” (Why is it good for our body to eat vegetables?)





- Teacher guides pupils to answer in sentences and write some of the answers on the board.

*Agsidatayo iti natnateng tapno \_\_\_\_\_.*  
(We eat vegetables to/so \_\_\_\_\_.)

- Teacher asks pupils if there are other good/healthy food they know. He or she asks them to recall lesson from Week 1 on “Healthy and Unhealthy” treats/ habits.

### b. Mini-lesson: Information Leaflet

- Before class, teacher prepares a very simple information leaflet with photos/illustrations and words/sentences on a manila paper/ cartolina. See sample below

<p><b>Pasalun-atennatayo dagiti natnateng</b></p> <p>(Vegetables make one healthy.)</p> <p><b>Saan a managsakit ti ubing nga agsidsida iti nateng</b></p> <p>(A child who eats vegetables rarely gets sick.)</p>	<p><b>Adda nadumaduma a klase dagiti natnateng</b></p> <p>(There are different kinds of vegetables.)</p> <p><b>utong</b> string bean</p>  <p><b>karabasa</b> pumpkin</p>  <p><b>kamatis</b> tomato</p> 	<p><b>Agsidatayo iti natnateng!</b></p> <p>Let's eat vegetables!</p> 
<p>“Daytoy ti maudi a panid ti polieto wenno leaflet.”</p> <p>(This is the last page of the leaflet.)</p>	<p>“Daytoy ti maikadua a panid ti polieto wenno leaflet.”</p> <p>(This is the middle page of the leaflet.)</p>	<p>“Daytoy akinsango a panid.”</p> <p>(This is the cover page.)</p>

- Teacher discusses and shows sample of an information leaflet. Give a mini lesson on an information leaflet.

**Teacher says:** “Daytoy ti information leaflet. Ti leaflet ket naglaon kadagiti impormasion maipapan kadagiti importante a bamanan. Kitaenyo ti inaramidko a pagtuladan.” (This is an information leaflet. A leaflet contains information on important things. Let's look at what I have made as an example.)



### NOTES

## NOTES

- Teacher shows the brochure and its parts. Show it when it is folded and spread out and the content written on each fold. Refer to example above.

### c. Making an Information Leaflet

- Teacher pairs students. They can work with a partner designated by the teacher.



**Teacher says:** *Ita, agaramidkayo iti leaflet kabayatan a mangit-itedkayo iti impormasion iti klasmeytyo.* (Now, you can make your leaflets as you share some information with your partner.)

- Teacher guides pupils in making their information leaflets. He or she can prepare beforehand sheets of papers with three columns already. Don't let them fold the leaflets yet, tell them that you will do this as a class together.
- Teacher tells pupils that they can copy the texts on the board, but they have to come up with three of their own vegetables. He or she encourages them also to write their own text/sentences (especially for pupils with high ability).
- Teacher goes around to assist/guide pupils, and checks progress of their work.
- After 20-25 minutes, teacher gives verbal instructions to pupils on how to fold the information leaflet by following the lines marking the three parts of the paper.

## 3

### PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

#### Sharing of works

- Teacher asks pairs to share their work with other pairs. This can be repeated two or three times, if time permits.
- Teacher collects all work and after marking, displays their outputs on the wall.

I

## INALDAW A MAARAMID (ROUTINE)

### Morning Sign-in

- Continue activity from last week, “*Mano a letra ti adda iti naganmo?*” (“How many letters are in your name?”)

2

## PANANGIBASA ITI LEVELED READER: “NAIMAS DAGITI PRUTAS” (READING OF THE LEVELED READER: “DELICIOUS FRUITS”)

### DAGITI ARAMIDEN SAKBAY TI PANAGIBASA (PRE-READING ACTIVITIES)

#### 1) *Panagbasa iti Balikas* (Word Work)

- Teacher writes the high frequency words on the board.  
*ti ket naimas*
- Teacher pronounces the words and write them in a sentence.

*Ti mangga ket naimas.* (Mango is delicious.)

- Teacher asks volunteer pupils to formulate sentences with *ti*, *ket*, and *naimas*.

#### 2) *Panangbuya Kadagiti Ladawan* (Picture Walk)

- Teacher does a picture walk page-by-page.
- Teacher guides the students to look at each page and point out interesting parts and ask them if they have any idea what the story is about.
  - Characters: boy or girl?
  - What are they doing?
  - What fruit do they see?

#### 3) *Panangisagana Kadagiti Ubbing iti Pannakaibasa ti Istoria* (Setting the Scene)

- Teacher asks pupils to look at the cover of the book and gives the title, author, and illustrator of the book.

**Teacher asks:** *Maipanggep iti ania ti istoria?*  
(What do you think is the story about?)

ALDAW

2



### MATERIALS

- Copy of Read Aloud story: *Nanumo a Kalapaw?*
- How Many Letters in Your Name Chart” (from manila paper/old calendar)
- Poem/song on chart or manila paper
- Copies of Leveled Reader: “*Naimas Dagiti Prutas*”



## NOTES

**BAYAT TI PANAGBASA (DURING READING ACTIVITIES)**

- Teacher reads the book but before that, he or she informs the pupils that he or she will read the book and model some skills that are helpful to the pupils if they get stuck on a word.



**Teacher says:** “*Nalpasen ti intay panangkita kadagiti ladawan.*

*Ita basaentayo man. Siak ti umuna nga agbasa sa kalpasanna, surotendak babaen ti panangbasayo met kadagiti iggemyo a libro. Bayat ti panagbasbasak, aramidek met dagitoy.*” (We are done looking at the pictures. Now, we are going to read. I will read first while you follow with the books you have. While reading, I will do the following:)

*Itudo dagiti ibagbagak a balikas.* (Point to the word while I say the word)

*Kitaen ti ladawan tapno mapugtuanyo ti ibagbagak a balikas.*  
(Look at the photo to guess the word)

- Kitaenyo a nalaing no ti ibagbagak a balikas ket isu met laeng ti balikas a naisurat iti libro. Kas koma no basaek ti “saba” ngem ti umuna a letra ket saan met nga /s/ no di ket “p”, dayta ti mangipakita a biddut ti imbagak. Isu a sukatak ti “saba” iti “pinia” tapno husto ti mabasa.* (Check to make sure that the word I say matches with the word written on the book. For example, if I say “banana” but the first letter is not “b”, and instead is “t”, then I know it is a mistake. So, I will change “banana” to “tomato” to read it correctly.)

- Teacher reads the book, stopping to make some comments such as matching the picture with the text.

*For example saying: “Ammok a daytoy ket “saba” ta nakitak ti ladawanna ken “s” ti umuna a letra.”* (I know this word is “banana” because I look at the picture and the first letter is “b.”)

- After the teacher reads, ask the pupils to read the text all together chorally. If the students have difficulty with a word, prompt them with questions such as:

*Ania a letra wenno uni ti pangrugian daytoy a balikas?*  
(What letter or sound does the word begin with?)

*Kitaentayo ti ladawan. Mabalin a makaalatayo iti idea ditoy.*  
(Let us look at the picture. Perhaps we can get an idea from there.)

- Teacher pays attention and takes note of any difficulties the pupils are having.

**DAGITI ARAMIDEN KALPASAN TI PANAGBASA (AFTER READING ACTIVITIES)**

- Teacher asks pupils questions about the text read.



- Teacher asks pupils if they have eaten fruit salad. Are there some fruits not mentioned in the story that they like?

### Returning to the text

- Teacher highlights some of the words that were difficult for the pupils.

## 3

### PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- Teacher tells the pupils that tomorrow they will read the book again.

## I

### INALDAW A MAARAMID (ROUTINE)

#### a. Morning Sign-in

- Continue activity from last week, “*Mano a letra ti adda iti naganmo?*” (“How many letters are in your name?”)

#### b. Individual Recitation

Teacher asks pupils to recite poem/song learned previously by pairs or groups.

## 3

### PANANGIBASA ITI LEVELED READER: “NAIMAS DAGITI PRUTAS” (READING OF THE LEVELED READER: “DELICIOUS FRUITS”)

#### PAIRED READING

**Teacher says:** *Ita, intayo manen basaen ti libro a “Naimas Dagiti Prutas.” Basaenyo a kaduayo ti sumagmamano a klasmeytyo. Ti tunggal maysa kadakayo ket maibilang iti bassit a grupo.* (Today, we will read again the book, “*Naimas Dagiti Prutas*” (“Delicious Fruits”). You will read with your classmates. Each of you will belong to a small group.)

- Pupils can have the same grouping as yesterday. Distribute the leveled books to the students.
- Teacher goes around and guide pupils who are struggling.

#### CHORAL READING (WHOLE CLASS)

- After 10-15 minutes, teacher prompts pupils to read the story chorally. This can be done twice.

#### NOTES

#### ALDAW

## 3



#### MATERIALS

1. Copy of Read Aloud story: *Nanumo a Kalapaw?*
2. How Many Letters in Your Name Chart” (from manila paper/old calendar)
3. Poem/song on chart or manila paper
4. Copies of Leveled Reader: “*Naimas Dagiti Prutas*”

## NOTES

## 3

**PANGPADUR-AS NGA AKTIBIDAD  
(ENRICHMENT ACTIVITY)**

- Teacher has the option to come up with he or she own activity based on what the class needs. Teacher can give differentiated activities based on abilities of the pupils.

Here are some suggested activities:

**Paired recitation** – This can be done with pupils who need to further develop skills in oral language development and fluency.

**Completion of sentence frames:**

*Ti* \_\_\_\_\_ (fruit or food) *ket naimas*. (The \_\_\_\_\_ is yummy.)

*Ti* \_\_\_\_\_ (fruit or food) *ket* \_\_\_\_\_ (adjective).

- Teacher can already have groupings in mind based on abilities.
- Teacher groups the pupils and say that for the next 15-20 minutes, each group will accomplish different sets of activities.

## 4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher asks pupils present their work/s to the whole class. They can display the outputs on the wall for the rest of the week.

## ALDAW

## 4

## I

**INALDAW A MAARAMID (ROUTINE)**

**Morning Sign-in**

- Teacher continue activity from last week, “*Mano a letra ti adda iti naganmo?*” (“How many letters are in your name?”)

## 2

**ADALEN A LETRA (TARGET LETTER): “Ss”**

**a. Introduction of Letter Ss**

- Teacher writes the new letter on the board and asks the pupils to say the name of the letter.



**Teacher says:** *Ita nga aldaw, intayo adalen ti letra “s.” Asino kadakayo ti makaammo iti uni ti letra “S”?* (Today, we’re going to learn the letter “S.” Who among you knows the sound letter “S” produces?)

- Teacher gives the sound of the letter and asks pupils to follow.

- Teacher gives the sound of the letter “S.” He or she lets pupils repeat after as a group and in pairs or individually. Teacher may also let the students listen to the sound from the audio file provided.

- Teacher asks more examples from pupils of words that begin with the letter “S.”

- Teacher shows photos of words that begin with the letter “S.” Teacher can add more to the examples below.

*saba santol sako saka sayote singsing*

- Teacher explains that there are two ways of writing the letter “S” – small “s” and capital “S.” Teacher models writing on air. Teacher models writing on board and asks for volunteers.

### Dagiti Aramiden (Activities)

#### 1. Handwriting Activity

Teacher tells pupils to practice writing letter “Ss.”

For the activity, refer to MTB-MLE *Ilokano* (Learner’s Manual) pp.53-54.

#### 2. Identify beginning sounds.

For the activity, refer to MTB-MLE *Ilokano* (Learner’s Manual) pp. 50-51

### “Break-the-word”

- Teacher introduces the key word picture: “sako”

**Teacher says:** “*Ladawan daytoy ti “sako.”*”

(This is a picture of a “sack”.)

- Teacher reads the word 2-3 times to the pupils while pointing to the word. Have the students repeat the word.

**(Breaking into syllables) Teacher says:** “*Ita, intay pagsinaen*

*dagiti silaba ti balikas a “sako”. Asino kadakayo ti makaibaga*

*kadagiti silaba ti balikas a “sako”?*” (Now, we will break the words into syllables. Who can point the syllables of the word “sako”?)

- Teacher asks for volunteers. It is likely that some pupils will be able to answer since syllabication was discussed in the previous lesson. And syllable ‘ko’ was already covered the previous week.
- Break the word into two syllables: *sa* + *ko*. Instruct the students that they will clap for each syllable they make. Model this and have the students follow. Write on the board this way:

<b>sa</b>	<b>ko</b>
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### NOTES

#### MATERIALS

1. Copy of Read Aloud story: *Nanumo a Kalapaw?*
2. “How Many Letters in Your Name Chart” (from manila paper/old calendar)
3. Poem/song on chart or manila paper
4. Pictures of words beginning in /Ss/
5. Words beginning in /Ss/ written on flashcards
6. MTB-MLE Learner’s Manual



## NOTES

## (Breaking into letters: sa)



**Teacher says:** “Ita, intayo pagsinaen ti silaba a “ko”. Irugitayo iti silaba a “sa.” Asino kadakayo ti mangted kaniak kadagiti letra ken unida?” (Now, we will break the syllables into letters. We will start with the syllable, “sa.” Who can give me the letters and the sounds?)

- Teacher asks for volunteers. It is likely that some students will be able to answer since most letters was previously discussed. Write the letter on the board this way:

sa		ko	
s	a		

## (Breaking into letters: ko)



**Teacher says:** “Ita, intayo pagsinaen ti silaba a “ko.” Iti silaba a “ko”, asino kadakayo ti mangted kaniak kadagiti letra ken unida?” (Now, we will break the syllable, “ko”, into letters. For the syllable, ‘ko’, who can give me the letters and the sounds?)

- Teacher asks for volunteers. It is likely that some pupils will be able to answer since most letters was previous discussed. Write the letter on the board this way

sa		ko	
s	a	k	o

- Teacher gives the letter names and sounds. Ask the pupils to repeat 2-3 times. Teacher asks for 5 pupils at a time to give the names and sounds of the letters.

## “Make-the-word”

## (Making the syllable: sa)



**Teacher says:** *Nalpasen a napagsinatayo dagiti letra, intayo ngarud pagsilpuen dagiti letra. Irugitayo kadagiti letra “s” ken “a.”* (Now, after breaking the word, we will again form the word from the letters. First, we will form the syllables. We will start with “s” and “a.”)

- Teacher writes the letters on the board this way:

s	a
---	---



**Teacher asks:** *Ania ti mapanunotyo no pagsilpuentayo ti ‘s’ ken ‘a’?* (What do you think can we form by joining “s” and “a”?)

- Teacher checks and assesses if there are pupils who can answer.

NOTES

**Teacher says:** “No pagtiponen ti pauni nga “s” ken paaweng nga “a”, mabukel ti silaba nga “sa.” Kastoy, no pagkaduaen ti pauni ken paaweng, maysa a silaba ti mabukel.” (Combining consonant “s” with vowel “a” forms the syllable “sa.” If a consonant joins a vowel, a syllable is formed.)

- Teacher writes on the board this way:

s	a	k	o
Sa			

- Teacher reads the syllable and lets the pupils repeat it. This can be done 2-3 times. Let them clap once for the one syllable “sa.”

**(Making the syllable: ya)**

**Teacher says:** “Ita, intayo pagkaduaen dagiti letra ‘k’ ken ‘o’ tapno mabukel ti maysa pay a silaba.” (Now, we will combine letters “k” and “o” to form another syllable.)

- Teacher writes the letters on the board this way

s	a	k	o

- Teacher checks and assesses if there are pupils who are able get the pattern and answer.

**Teacher says:** “No pagkaduaen ti pauni nga “s” ken paaweng nga “a”, mabukel ti silaba a “sa.” Kastoy, no pagtiponen ti pauni ken paaweng, maysa a silaba ti mabukel.” (Combining consonant “s” with vowel “a” forms the syllable “a.” If a consonant joins a vowel, a syllable is formed.)

- Teacher writes on the board this way:

s	a	k	o
Sa		ko	

- Teacher reads the syllable “sa” and lets the pupils repeat it. This can be done 2-3 times. Let them clap once for the one syllable “ka”.
- Teacher reads the syllables “sa” and “ko” and lets the pupils repeat it. Let them clap once for each syllable.

**Teacher says:** “Ania ti nabukel a balikas?” (What word have we formed?)

## NOTES

- Teacher asks for volunteers to answer.



**Teacher says:** “No pagtiponen dagiti silaba a “sa” ken “ko”, mabukel ti balikas a “sako.” No dua a silaba ti pagkaduaen, mabukel ti maysa a balikas. (By joining “sa” and “ko”, we formed the word, “sako”. If two syllables are joined together, we are able to form a word.)

## 3

**PANGPADUR-AS NGA AKTIBIDAD  
(ENRICHMENT ACTIVITY)**
**“Word-Breaking-and-Making”**

- If time permits, teacher can demonstrate and ask class to do the process for other words previously learned. This can be done as a whole class activity.

sala nana saka siit siko

## 4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher asks pupils to connect the syllables to form new words.
- Teacher asks pupils to form words from the syllables. They can copy and answer on their notebooks.

*Pagtiponen dagiti silaba tapno mabukel ti balikas.*

- |                        |                    |
|------------------------|--------------------|
| 1. sa + ko = _____     | 2. ta + sa = _____ |
| 3. ka + ka = _____     | 4. sa + la = _____ |
| 5. na + a + ta = _____ | 6. te + ma = _____ |

## ALDAW

## 5

## I

**INALDAW A MAARAMID (ROUTINE)**
**Morning Sign-in**

- Continue activity from last week, “Mano a letra ti adda iti naganmo?” (“How many letters are in your name?”)

## 2

**GRAMATIKA: NAGAN  
(GRAMMAR: NAMING WORDS/ NOUNS)**
**a. Game:**

Name of person, place, thing, and animal from a given letter

- Teacher gives instruction of the game. He or she will give a letter and they will give a name of a person, place, thing, and animal for

that letter. Cover letters: m, a, t, i, y, o, and s. Teacher writes on the board, but for words that have been discussed last week, let the pupils write on the board. Create a column on the board with the following labels:

<b>Nagan Ti Tao</b> (Name Of Person)	<b>Nagan Ti Lugar</b> (Place)	<b>Nagan Ti Banag</b> (Thing)	<b>Nagan Ti Ayup</b> (Animal)
--	--------------------------------------	--------------------------------------	--------------------------------------

### b. Nagan (Naming Words/Nouns)

**Teacher says:** *Ita, intayo adalen ti maipapan iti Nagan, wenno iti Filipino ket pangngalan, iti Ingles met ket 'noun'. Ti nagan ket dagiti nagan ti tao, lugar, ken dadduma pay a bambanag kas koma iti ayup ken makan.* (Now, we will learn about nouns. Nouns are names of people, places and other things such as animals, vegetables, and food.)

- Teacher shows the words written from the games

**Teacher says:** *Dagiti balikas a naisurat iti pisarra ket nagan.* (The words we wrote on the board are examples of nouns.)

- Teacher reads the words and let the pupils repeat after him or her.

### c. Sapasap a Nagan ken Bukod a Nagan (Common and Proper Nouns)

- Teacher highlights the names of persons versus that of place, thing, and animal for the first letter given (i.e. "letter m").
- Teacher asks pupils what the beginning letter is for all words. Then, she asks if there is any difference in how the beginning letter is written.

**Teacher says:** *Dagiti nagan ti tattao a kas koma iti Sisa, Mina, wenno Tina ket mangrugi iti dakkel a letra. Dagitoy ket bukod a nagan. Kastoy met laeng dagiti nagan dagiti lugar a kas iti La Union, Filipinas, Ilocos Sur wenno Ilocos Norte.* (The names of people such as "Sisa", "Mina", or "Tina" begin with capital letters. These are proper nouns. This is also true for names of places such as La Union, Philippines, Ilocos Sur, or Ilocos Norte.)

- Teacher gives more examples of proper nouns. Emphasis is given on capital letter at the beginning.

**Teacher says:** *Dagiti dadduma pay a nagan ket sapasap a nagan. Saan a mangrugi dagitoy iti dakkel a letra.* (These other names are common nouns. They don't begin with a capital letter.)

- Teacher gives more examples of common nouns.

## NOTES



### MATERIALS

- "How Many Letters in Your Name Chart" (from manila paper/old calendar)
- Poem/song on chart or manila paper
- Copies of Leveled Reader: *Naimas Dagiti Prutas*
- Pictures of words beginning in /Ss/
- Words beginning in /Ss/ written on flashcards
- MTB-MLE Learner's Manual

## NOTES

***Dagiti Aramiden (Activities)***

- Teacher instructs pupils verbally that they will write on their notebooks all the common nouns written in the box on the board. He or she lets them exchange their works in pairs for checking.
- Then teacher instructs pupil so verbally they will now write all the proper nouns they find written in the box on the board. He or she lets them exchange their works in pairs for checking.

Below is a sample of the box. Teacher may modify as needed.

<i>atis</i>	<i>Bong</i>	<i>Sisa</i>	<i>santol</i>
<i>sabon</i>	<i>La Union</i>	<i>tio</i>	<i>Beth</i>
<i>sako</i>	<i>utong</i>	<i>tema</i>	<i>sala</i>

**3****PANANGAMMO NO ANIA TI NASURSURO ITI ISPELING (SPELLING ASSESSMENT)**

- Teacher prepares 4-5 words for spelling from the words discussed in the last two weeks.

Here are some suggested words:

*Toto sako saan kaka tasa*

- Teacher prepares a sentence for dictation from the high frequency words discussed.

Here is a suggested sentence:

*Ti atis ket naimas.* (Atis is yummy)

- Teacher collects papers/notebooks and marks work.

**4****PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)**

- Teacher summarizes the lessons for the week. He or she asks pupils which lesson they liked best.
- Teacher tells pupils that next week they are going to read a new book



WEEK

6

## TEACHER'S GUIDE

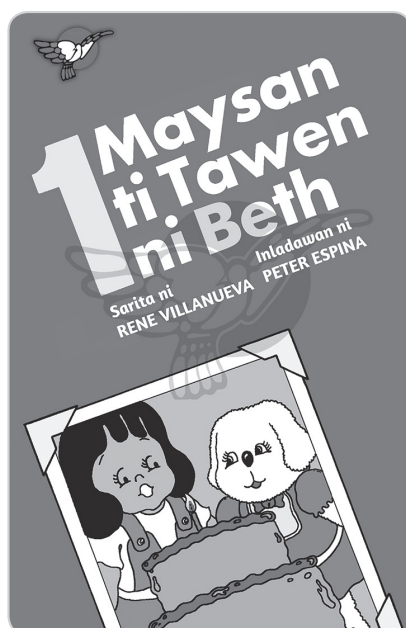
# GRADE I

# MOTHER TONGUE

# ILOKANO

**THEME: DAGITI AYUP A TARAKENKO ITI PAGTAENGAN (MY PETS)**

**READ ALOUD STORY: MAYSAN TI TAWEN NI BETH (BETH IS I)**



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 1  
ILOKANO  
QUARTER 1, WEEK 6 (50 MINUTES PER DAY)**

**Theme: *Dagiti Ayup a Tarakenko iti Pagtaengan (My Pets)***

**Read Aloud Book: *Maysan ti Tawen ni Beth (Beth is I)***

*Written by Rene Villanueva and Illustrated by Peter Espina*

Day	Domain	Objectives	Subject Matter
Daily	<b>OL</b>	<ul style="list-style-type: none"> <li>Recite and sing in groups familiar rhymes and songs</li> </ul>	<ul style="list-style-type: none"> <li>Sign-in on attendance sheet</li> <li>Rhymes and songs</li> </ul>
	<b>HW</b>	<ul style="list-style-type: none"> <li>Write one's name legibly</li> </ul>	
	<b>PA</b>	<ul style="list-style-type: none"> <li>Identify rhyming words in nursery rhymes, jingles, poems, and chants</li> </ul>	
I	<b>OL</b>	<ul style="list-style-type: none"> <li>Talk about oneself and one's personal experiences</li> <li>Participate actively in Read Aloud <i>Maysan ti Tawen ni Beth</i> by making comments and asking questions</li> <li>Listen and respond to others in oral conversation</li> </ul>	<ul style="list-style-type: none"> <li>Read Aloud: <i>Maysan ti Tawen ni Beth (Beth is I)</i> <ol style="list-style-type: none"> <li>Pre-Reading Activities</li> <li>During Reading Activities</li> <li>After Reading Activities</li> </ol> </li> </ul>
	<b>LC</b>	<ul style="list-style-type: none"> <li>Infer character's feelings and traits from a story listened to</li> </ul>	
	<b>V</b>	<ul style="list-style-type: none"> <li>Use vocabulary referring to: people (self, family, friends, others); animals; objects, environment</li> </ul>	

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading

**BPK** – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness

**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
1. Routine a. Morning Sign-in <ul style="list-style-type: none"> <li>Teacher prepares a sign-in sheet for pupils to write their names</li> </ul> b. Rhymes and Songs <ul style="list-style-type: none"> <li>Teacher introduces rhymes and songs</li> <li>Teacher reviews on rhyming words</li> </ul> 2. Sharing Information <ul style="list-style-type: none"> <li>Teacher asks pupils to share information about them</li> </ul>	1. Routine a. Morning Sign-in <ul style="list-style-type: none"> <li>Pupils write their names on the sign-in sheet</li> </ul> b. Rhymes and Songs <ul style="list-style-type: none"> <li>Pupils sing rhymes introduced</li> <li>Pupils identify rhyming words</li> </ul> 2. Sharing Information <ul style="list-style-type: none"> <li>Pupils share information about themselves</li> </ul>
1. Routine (same as above under Daily Activities) 2. Sharing Information <ul style="list-style-type: none"> <li>Teacher supports pupils as they interview each other in pairs about animals they would like to have as pets</li> </ul> 3. Read Aloud - <i>Maysan ti Tawen ni Beth</i> <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Teacher gives motivation activity</li> <li>Teacher unlocks difficult words</li> <li>Teacher encourages pupils to talk about the book cover, title, author, and illustrator</li> </ul> <i>During Reading Activities</i> <ul style="list-style-type: none"> <li>Teacher reads the story and pauses at certain points to ask questions about the pictures</li> </ul> <i>After Reading Activity</i> <ul style="list-style-type: none"> <li>Teacher asks pupils questions about the story</li> </ul>	1. Routine (same as above under Daily Activities) 2. Sharing Information <ul style="list-style-type: none"> <li>Pupils interview their partners by asking the question: "What animal would you like for a pet?"</li> <li>Pupils answer in complete sentences during interviews</li> </ul> 2. Read Aloud - <i>Maysan ti Tawen ni Beth</i> <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Pupils Participate in the pre-reading activities: vocabulary and background building</li> </ul> <i>During Reading Activities</i> <ul style="list-style-type: none"> <li>Pupils listen attentively to the story by answering questions about illustrations that require inference</li> </ul> <i>After Reading Activities</i> <ul style="list-style-type: none"> <li>Pupils answer questions about the story</li> </ul>
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
I			
2	OL	<ul style="list-style-type: none"><li>• Talk about oneself and one's personal experiences</li></ul>	<ul style="list-style-type: none"><li>• Read Aloud: <i>Maysan ti Tawen ni Beth (Beth is I)</i></li><li>• Blending Syllables</li><li>• Poster Making</li></ul>
	V	<ul style="list-style-type: none"><li>• Use vocabulary referring to: people (self, family, friends, others); animals; objects; and environment</li></ul>	
	PWR	<ul style="list-style-type: none"><li>• Blend specific letters to form syllables and words</li></ul>	
	LC	<ul style="list-style-type: none"><li>• Infer character's feelings and traits from a story listened to</li></ul>	
	C	<ul style="list-style-type: none"><li>• Express ideas through a variety of symbols (e.g. drawings, invented spelling) during poster-making or extending the story's ending</li></ul>	

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading  
**BPK** – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness  
**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
4. Enrichment Activity <ul style="list-style-type: none"> <li>Teacher gives asks pupils what gifts Beth may have received</li> </ul> 5. Concluding the Session <ul style="list-style-type: none"> <li>Teacher tells pupils that they will talk more about the book tomorrow</li> </ul>	4. Enrichment Activity <ul style="list-style-type: none"> <li>Pupils brainstorm presents Beth may have received</li> <li>Pupils answer by completing the sentence frame: On her birthday, Beth got presents. She got _____.</li> </ul> 5. Concluding the Session
1. Routine (same as above under Daily Activities)                     2. Sharing Information <ul style="list-style-type: none"> <li>Teacher supports pupils as they talk about gifts they want to receive on their birthdays</li> </ul> 3. Rereading of Read Aloud Story <ul style="list-style-type: none"> <li>Teacher reads the story again and asks pupils to fill in some parts of the text that is covered</li> <li>Teacher gives questions to discuss the story</li> </ul> 4. Blending Words <ul style="list-style-type: none"> <li>Teacher reviews on joining syllables using words from the story</li> </ul> 5. Group Work: Poster Making or Extending the Story <ul style="list-style-type: none"> <li>Teacher gives instructions to pupils on the two tasks</li> <li>Teacher guides and supports pupils in creating a poster about Beth</li> </ul> 6. Concluding the Session <ul style="list-style-type: none"> <li>Teacher tells pupils that they will share their works to the class tomorrow</li> </ul>	1. Routine (same as above under Daily activities)                     2. Sharing Information <ul style="list-style-type: none"> <li>Pupils talk about gifts they want to receive</li> </ul> 3. Rereading of the Read Aloud Story <ul style="list-style-type: none"> <li>Pupils actively participate in rereading</li> <li>Pupils discuss the answers to questions given</li> </ul> 4. Blending Words <ul style="list-style-type: none"> <li>Pupils are able to form words from syllables</li> </ul> 5. Group Work: Poster Making <ul style="list-style-type: none"> <li>Pupils in each group arrives at a consensus and choose one of the two tasks given to them</li> <li>Pupils cooperate and participate in the group work</li> </ul> 6. Concluding the Session

**PA** – Phonological Awareness **PWR** – Phonics and Word Recognition

**RC** – Reading Comprehension **S** – Spelling **SS** – Study Skills **V** – Vocabulary Development

Day	Domain	Objectives	Subject Matter
3	<b>OL</b>	<ul style="list-style-type: none"> <li>Share group outputs in class</li> </ul>	<ul style="list-style-type: none"> <li>Target letter: “Yy”</li> </ul>
	<b>PWR</b>	<ul style="list-style-type: none"> <li>Give the name and sound of the target letter</li> <li>Identify upper case and lower case of target letter</li> <li>Match words with pictures/objects</li> </ul>	<ul style="list-style-type: none"> <li>Pet chart activity</li> </ul>
	<b>F</b>	<ul style="list-style-type: none"> <li>Pupils read grade level words with speed and accuracy</li> </ul>	
	<b>HW</b>	<ul style="list-style-type: none"> <li>Write the upper case and lower case target letter legibly</li> </ul>	
4	<b>OL</b>	<ul style="list-style-type: none"> <li>Share outputs in class</li> </ul>	<ul style="list-style-type: none"> <li>Target letter: “Ee”</li> </ul>
	<b>V</b>	<ul style="list-style-type: none"> <li>Use vocabulary referring to people, animals, and environment</li> </ul>	<ul style="list-style-type: none"> <li>Pet chart activity</li> </ul>
	<b>PWR</b>	<ul style="list-style-type: none"> <li>Give the name and sound of the target letter</li> <li>Identify upper case and lower case of target letter</li> <li>Match words with pictures/objects</li> </ul>	<ul style="list-style-type: none"> <li>Vet chart activity</li> </ul>
	<b>HW</b>	<ul style="list-style-type: none"> <li>Write the upper case and lower case target letter legibly</li> </ul>	
	<b>C</b>	<ul style="list-style-type: none"> <li>Express ideas through a variety of symbols (e.g. drawings, invented spelling) by making a vet badge</li> </ul>	
<b>DOMAINS:</b> <b>AK</b> – Alphabet Knowledge <b>ATR</b> – Attitude Towards Reading <b>BPK</b> – Book Print Knowledge <b>C</b> – Composition <b>F</b> – Fluency <b>G</b> – Grammar Awareness <b>HW</b> – Handwriting <b>LC</b> – Listening Comprehension <b>OL</b> – Oral Language			

Teacher's Activities	Learner's Activities
<p>1. Routine (same as above under Daily activities)</p> <p>2. Sharing Information</p> <ul style="list-style-type: none"> <li>Teacher facilitates sharing for groups that have not share their outputs</li> </ul> <p>3. Target Letter: "Yy"</p> <ul style="list-style-type: none"> <li>Teacher directly instructs letter "Yy"</li> <li>Teacher gives skills activities for the letter "Yy"</li> </ul> <p>4. Pet Chart Activity</p> <ul style="list-style-type: none"> <li>Teacher facilitates "Pet Chart Activity" for pupils to talk about what pets can do</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher summarizes the session by asking questions</li> <li>Teacher cheers on the pupils for good job</li> </ul>	<p>1. Routine (same as above under Daily activities)</p> <p>2. Sharing Information</p> <ul style="list-style-type: none"> <li>Selected pupils share their groups' outputs for the previous day</li> </ul> <p>3. Target Letter: "Yy"</p> <ul style="list-style-type: none"> <li>Pupils give the sound of the letter "Yy"</li> <li>Pupils practice writing capital letter "Y" and small letter "y"</li> <li>Pupils match pictures and words that begin with the letter "Yy"</li> </ul> <p>4. Pet Chart Activity</p> <ul style="list-style-type: none"> <li>Pupils talk about animals and what they can do and need</li> <li>Pupils make their own Pet Charts</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Pupils answer questions about the session</li> </ul>
<p>1. Routine (same as above under Daily activities)</p> <p>2. Sharing Information</p> <ul style="list-style-type: none"> <li>Teacher facilitates sharing of work outputs</li> </ul> <p>3. Guided Activity: Pet Chart</p> <ul style="list-style-type: none"> <li>Teacher reviews Pet Chart</li> </ul> <p>4. Target Letter: "Ee"</p> <ul style="list-style-type: none"> <li>Teacher directly instructs letter "Ee"</li> <li>Teacher gives skills activities for the letter "Ee"</li> </ul> <p>5. Enrichment Activity: Vet Chart</p> <ul style="list-style-type: none"> <li>Teacher facilitates discussion about veterinarians</li> </ul>	<p>1. Routine (same as above under Daily activities)</p> <p>2. Sharing Information</p> <ul style="list-style-type: none"> <li>Pupils share their outputs from the Pet Chart Making activity</li> </ul> <p>3. Guided Activity: Pet Chart</p> <ul style="list-style-type: none"> <li>Pupils talk about what pet needs and why they need them</li> </ul> <p>4. Target Letter: "Ee"</p> <ul style="list-style-type: none"> <li>Pupils give the sound of the letter "Ee"</li> <li>Pupils practice writing capital letter "E" and small letter "e"</li> <li>Pupils match pictures and words that begin with the letter "Ee"</li> </ul> <p>5. Enrichment Activity: Vet Chart</p> <ul style="list-style-type: none"> <li>Pupils talk about veterinarians</li> </ul>
<p><b>PA</b> – Phonological Awareness   <b>PWR</b> – Phonics and Word Recognition  <b>RC</b> – Reading Comprehension   <b>S</b> – Spelling   <b>SS</b> – Study Skills   <b>V</b> – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
4			
5	OL	<ul style="list-style-type: none"><li>• Share outputs in class</li></ul>	<ul style="list-style-type: none"><li>• Target Letters: “Yy” and “Ee”</li><li>• Veterinarian’s Check list</li><li>• Spelling Drill</li></ul>
	S	<ul style="list-style-type: none"><li>• Spell and write correctly grade level words</li></ul>	
	V	<ul style="list-style-type: none"><li>• Use vocabulary referring to animals</li></ul>	

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading  
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**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language



Teacher's Activities	Learner's Activities
6. Concluding the Session <ul style="list-style-type: none"> <li>Teacher asks pupils what they have learned during the class</li> </ul>	6. Concluding the Session <ul style="list-style-type: none"> <li>Pupils give their learnings or highlights from the class</li> </ul>
1. Routine (same as above under Daily activities) 2. Sharing Information <ul style="list-style-type: none"> <li>Teacher facilitates sharing of work outputs</li> </ul> 3. Enrichment Activity: Review of Letters "Yy" and "Ee" <ul style="list-style-type: none"> <li>Teacher starts the Guessing Game</li> </ul> 4. Group Work: Veterinarian's Checklist Activity <ul style="list-style-type: none"> <li>Teacher facilitates filling out of the checklist</li> </ul> 5. Concluding the Session <ul style="list-style-type: none"> <li>Teacher encourages pupils to share what they enjoyed about the lessons</li> </ul>	1. Routine (same as above under Daily activities) 2. Sharing Information <ul style="list-style-type: none"> <li>Pupils share their outputs from the Pet Chart Making activity</li> </ul> 3. Enrichment Activity: Review of Target Letters "Yy" and "Ee" <ul style="list-style-type: none"> <li>Pupils gives names of things that begin with "Yy" and "Ee" using clues given</li> </ul> 4. Group Work: Veterinarian's Checklist Activity <ul style="list-style-type: none"> <li>Pupils familiarize themselves with a checklist</li> <li>Pupils answer the checklist</li> </ul> 5. Concluding the Session <ul style="list-style-type: none"> <li>Pupils share what they liked and enjoyed from the lesson</li> </ul>
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

## ALDAW

I



## MATERIALS

1. Copy of Read Aloud story: *Maysan ti Tawen ni Beth*
2. "How Many Letters in Your Name Chart" (from manila paper/old calendar)
3. Poem/song on chart or manila paper
4. Pictures for vocabulary words

I

## INALDAW A MAARAMID (ROUTINE)

## a. Morning Sign-in

Activity 1:

- Teacher prepares a board (manila paper) with a table for pupils to write their first name. The teacher's name serves as sample on top.



**Teacher says:** *Ubbing ammoyo kadi no mano a letra ti adda iti naganyo? Isurattayo a saggaysa dagiti letra iti nagantayo iti uneg dagiti kabon.* (Do you know how many letters are in your name? Let's write it on the table. For example, my name. This is how you write it; one letter for each box.)

- Teacher shows and explains example.
- Only ask 5-10 pupils per day. This can run for two weeks until all names of pupils in class have been written.

Sample Chart for Activity 1:

b. *Daniw Wenno Kanta* (Poem or Song)

- Teacher introduces the song "I have a dog" in class. The lyrics are written on a board/manila paper so pupils can follow singing. He or she asks the pupils to sing with her and then sing on their own.

**Adda asok (I have a dog)***Adda asok 2x (I have a dog)**Luping ti lapayagna (It has drooping ears)**Bantay ti naganna 2x (Bantay is its name)**Nalaing nga agguardia (Bantay guards so well)**No awanak 2x (When I am not around)**'Diay asok malmalday (Bantay feels sad)**Inton sumangpetak 2x (When I arrive)**'Diay asok naragsak (my dog feels so happy)*

Teachers asks: *Maipanggep iti ania ti kanta?*  
(What is the song about?)

*Ania nagan ti aso?* (What is the dog's name?)

*Ania ti mabalin a maaramid ni Bantay?* (What does Bantay do?)

*Ania ti marikna ni Bantay no sumangpet ti ubing a lalaki iti balayda?*  
*No awan ti ubing iti balayda?* (What does Bantay feel when the boy is home? When the boy is not around?)

## NOTES

## 2

**PANAGBIBINNINGLAY (SHARING)****Think-Pair-Share Activity**

- Teacher asks pupils to share information about pets. Ask for 3-5 volunteers.

**Teacher says:** *Ita, intay pagsasaritaan dagiti paboritoyo a taraken.*

*Asino kadakayo ti adda paboritona a taraken? Ania dagiti paboritoyo a taraken idiy balayyo? Mabalín a inagananyo man ngarud ida?*

(Now, we will talk about pets. Who has some pets at home?

What are the pets that you have at home? Can you name some/ones?)

- Teacher may give time for the pupils to talk in pair about pets at home, families or neighborhood.
- Teacher tells pupils that with their 4 o'clock partner, they can interview each other using the following guide:

*Ania nga ayup ti kayatmo a taraken? Apay?*

(What animal would you like for pet? Why?)

- Teacher asks volunteers to share in class/with the group.
- Teacher takes this opportunity to assess students' oral language development and fluency.

## 3

**PANAGIBASA ITI READ LOUD: MAYSAN TI TAWEN NI BETH (READING OF THE READ ALOUD STORY: BETH IS I)****DAGITI ARAMIDEN SAKBAY TI PANAGIBASA (PRE-READING ACTIVITIES)****Panangammo iti Dati nga Ammo Dagiti Ubbing (Activating Prior Knowledge)**

**Teacher says:** *Ania dagiti paborito yo nga taraken?*

(What are your favorite animals?)

**Panangammo iti Kayat a Sawen Dagiti Balikas (Unlocking of Difficulties)**

- Teacher uses pictures, context clues, gestures, or realia to help pupils describe some of the difficult words in the story. Below are some suggested words.

## NOTES

PETS	WILD
Cat	tarsier

- Teacher asks pupils about their favorite animals. And as pupils response with their answers, teacher takes the opportunity to unlock some vocabulary words like pet, wild animals and etc. Teacher uses the Venn Diagram to show how they are alike and different.

***Panagpugto ken Panangisagana iti Panggep ti Ibasang Istorya***  
(Prediction and Setting a Purpose for Reading)

- Teacher shows cover of the book and asks pupils questions to talk about it.
- Teacher lets volunteer pupils read the title and give the names of the author and illustrator.



**Teacher says:** *Innak basaen kadakayo ti maysa a libro. Kitaenyo man ti akkubna. Ania ti makitayo? Ania ti mapaspasamak iti ladawan?*  
(I am going to read you a book. Let's look at the cover of the book. What do you see? What is happening in the picture?)

- Teacher instructs the pupils to pay attention to the story and be able to answer the following questions being asked.

Example:

- What is the story about?
- What do you want to know about the story?

**DAGITI ARAMIDEN BAYAT TI PANAGIBASA**  
(DURING READING ACTIVITIES)

- Teacher reads the story. Teacher pauses at certain points to ask questions. Here are some of the suggested points for pauses.

**Pages 1-2** *Maysan ti tawen ni Beth.*

(Draw attention to the illustration and ask the pupils.)



**Teacher asks:** *Asino/ Ania dagiti adda iti ladawan?* (Who are in the picture?) *Mano ti tawen ni Beth?* (How old is Beth?) *Sadinno ti ayan ni Beth?* (Where is Beth in the picture?)

**Pages 5-6** *Adu ti masapul a maisagana. Adda padaya inton madamdama.*  
(Draw attention to the illustration and ask what has to be prepared for Beth's birthday.)



**Teacher asks:** *Ania ti immuna a maisagana para ken ni Beth?*  
(What has to be prepared first for Beth?)

**NOTE TO TEACHER**

- Teacher can draw attention to the words “pet” and “wild” animals since this was unlocked earlier.

## NOTES

**Pages 13-14** *Maysa a lobo ti maited iti tunggal sangaili nga ubing.*

Draw attention to the illustration and ask what is to be given to every kid who comes.

**Teacher asks:** *Ania ti maisagana para iti tunggal ubing nga umay?*  
(What do you see in the illustration?)



**Pages 19-20** *Simmangpet dagiti sangaili. Tunggal maysa, adda intugotna a regalo.* Draw attention to the illustration and ask what each visitor brings?

**Teacher asks:** *Ania ti intugot ti tunggal sangaili?*  
(What did each visitor bring for Beth?)



**Pages 23-24** *Maysa a keyk ti insangpet ni Tatang.* (Draw attention to the illustration and ask who came and what he or she brings?)

**Teacher asks:** *Asino ti simmangpet? Ania ti insangpet na para ken ni Beth?* (Who came and what did he bring for Beth?)



**Pages 25-26** *Maysa a kandela ti pinuyotan ni Beth.* (Draw attention to the illustration and ask how many candles were blown, and who blew them.)

**Teacher asks:** *Mano a kandela ti napuyotan? Asino ti nangpuyot?*  
(How many candles were blown? Who blew them?)



- Teacher takes the opportunity during reading to emphasize that Beth is not the baby girl instead, Beth is the name of the pet dog mentioned in the story.

#### **DAGITI ARAMIDEN KALPASAN TI PANAGIBASA (AFTER READING ACTIVITIES)**

- Teacher asks questions about details of the story for pupils to answer.

**Teacher says:** *Ania dagiti paboritoyo a taraken?*  
(What are your favorite animals?)



*Ania pay dagiti dadduma a mabalin a taraken?*  
(What are other animals that can be pets as well?)

*Ramrambakanyo kadi ti panagkasangay/pannakayanakyo?*  
(Do you celebrate birthdays?)

*Apay a rambakan ti kasangay?* (Why do we celebrate birthdays?)

*Kasano a kablaawanyo ni nanangyo iti panagkasangayna?*  
(How would you greet your mother on her birthday?)

*Kasano ti panangrambakmo iti panagkasangaymo?*  
(How about you? How would you celebrate your own birthday?)

## NOTES

## 4

**PANGPATALGED NGA AKTIBIDAD  
(ENGAGEMENT ACTIVITY)**

- Teacher guides the pupils in the brainstorming activity.
- Teacher asks pupils to turn to their partner and brainstorm what gifts Beth may have received. After 5 minutes, he or she asks pupils for suggestions and complete the sentence frame:

*Nakaawat ni Beth kadagiti regalo idi kasangayna.*

(On her birthday, Beth got presents.)

*Adda naawatna nga/a \_\_\_\_\_. (She got \_\_\_\_\_.)*

- Teacher asks 4-5 volunteers to present in class.

## 5

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher asks 4-5 volunteer pupils to share their work in class.

## ALDAW

## 2

**MATERIALS**

1. Copy of Read Aloud story: *Maysan ti Tawen ni Beth*
2. "How Many Letters in Your Name Chart" (from manila paper/old calendar)
3. Poem/song on chart or manila paper
4. Pictures for vocabulary words

## I

**INALDAW A MAARAMID (ROUTINE)****a. Morning Sign-in**

Teacher continues the morning activity in Day 1

**b. *Daniw Wenno Kanta* (Poem or Song)**

Teacher reviews the poem or song learned as a group or individually.

## 2

**PANAGBIBINNINGLAY (SHARING)****Individual Activity**

- Teacher asks pupils to share some information about their birthdays. Pupils will share by answering the following guide questions.



**Teacher says:** "*Ania dagiti regalo a nawatyo iti nandi a panagkasangayyo?*" (What presents/gifts did you receive on your last birthday?)

- Teacher gives pupils time to think then share with their partner.
- Teacher takes this opportunity to assess pupils' oral language development and fluency.

NOTES

3

**PANANGIBASA MANEN ITI ISTORIA: MAYSAN TI TAWEN NI BETH (RE-READING OF THE READ ALOUD STORY: BETH IS 1)**

**Interactive Read-Aloud**

- Teacher reads aloud the story *Maysan ti Tawen ni Beth (Beth is 1)*. Then he or she stops periodically to let the pupils fill out the missing words in the story. Pupils think of those missing words then turn to their partner to share their thoughts.
- Before the read aloud activity, teacher covers all the words *maysa a/nga* in the whole story. So when he or she reads and reaches the blanks, students fill out those blanks with “*maysa nga/a.*”
- Teacher asks some questions: *No sika ti mangiladladawan, ania ti mabalinmo a maidrowing iti maudi a panid a panggibusmo iti istoria?* (If you were the illustrator, what illustration might you draw after the last illustration at end the story?)

4

**PANANGURNOS KADAGITI LETRA (BLENDING WORDS)**

**Teacher says:** “*Kadagiti napalabas a lawas, naadaltayo dagiti uni ti sumagmamano a letra. Naadaltayo met no kasano a basaen ti maysa a silaba ken no kasano a basaen dagiti silaba tapno agbalin a balikas.*” (For the past weeks, we have learned some letters and their sounds and how to read syllables in forming a word.)



- Teacher presents some segmented words into syllables from the story then asks his or her pupils to read.

Ex:

1. *may+sa =maysa*

2. *ta+wen =tawen*

3. *ta+sa= tasa*

4. *a+so =aso*

5. *la+so=laso*

## NOTES

## 5

**PANAGPUTAR: POSTER (COMPOSING: ADVERTISEMENT POSTER MAKING)****Group Activity**

**Teacher says:** *Nabasatayo ti istoria maipapan ken ni Beth. Isuna ket maysa ti tawennan. Naadaltayo met a ni Beth ket nasingpet a taraken. Maay-aywanan ken maipatpateg la unay ni Beth. Kaaduan kadatayo ket kayatna met ti maaddaan iti taraken.* (We've read about the story Beth. We learned that Beth was a good pet and was really cared for by everyone in the story. Most of us wanted to have our own pet also.)

**Instructions:**

1. Teacher divides the class into small groups (3 students in a group).
  2. Each small group creates a Poster Advertisement: "Why Beth is a Good Pet?"
  3. When everyone is done, teacher calls 3-4 representatives to present their poster made to the class. (other groups have the chance to share for the next 3 days during sharing time)
  4. Posters made should be put on the wall.
- Teacher monitors the room to ensure that everybody is on task.

## 6

**PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)**

- Teacher tells pupils to be prepared for their sharing the next day.

## ALDAW

## 3

## I

**INALDAW A MAARAMID (ROUTINE)****a. Morning Sign-in**

- Teacher continues the morning activity in Day 1.

**b. *Daniw Wenno Kanta* (Poem or Song)**

- Teacher reviews the poem or song learned as a group or individually.



## 2

### PANAGBIBINNINGLAY (SHARING)

#### Group Activity

- Teacher asks the other groups to share about their poster which they have done the other day.

**Teacher says:** *Idi kalman, impakita ken impalawag ti dadduma kadakayo ti poster nga inaramidda. Ita, sumublat met dagiti saan pay a nakaipakita ken nakapailawag iti posterda.* (Yesterday, I have asked some of you to share about the posters you made. Today, some of you will be sharing too in class.)

- Teacher takes this opportunity to assess pupils' oral language development and fluency.

## 3

### ADALEN A LETRA (TARGET LETTER): "Yy"

- Teacher asks pupils to identify words that they have been saying when they were rereading the story the other day. Then lets the pupils point out the letter "Yy".

**Teacher says:** *Ita nga aldaw, intay adalen ti letra "Y."* *Ammoyo kadi ti uni ti "Y"?* (Today, we will learn about the letter "Y." Do you know the sound of the letter "Y"?)

- Teacher gives the sound of the letter "Yy." He or she lets pupils repeat after as a group and in pairs or individually. Teacher may also let the pupils listen to the sound from the audio file provided.
- Teacher leads the /y/ sound song.

#### /y/ Sound Song

*Yelo, yelo .../y/.../y/.../y/*

*Yema, yema .../y/.../y/.../y/*

*Yero, yero .../y/.../y/.../y/*

*Yoyo, yoyo .../y/.../y/.../y/*

*Yolanda, yolanda .../y/.../y/.../y/*

- Teacher asks more words having the letter "Yy" in the story like: *padaya, pinuyotan*
- Teacher shows photos of words that begin with the letter "Yy."
- Teacher can show pictures. *yelo* (ice cube), *yema* (type of sweet), *yoyo*, *yero* (galvanized iron), *Yolanda* (name of a person or typhoon)

#### NOTES



#### MATERIALS

- Copy of Read Aloud story: *Maysan ti Tawen ni Beth*
- "How Many Letters in Your Name Chart" (from manila paper/old calendar)
- Poem/song on chart or manila paper
- Pictures of words beginning in /Yy/
- Words beginning in /Yy/ written on flashcards
- MTB-MLE Learner's Manual
- Pet Chart Activity

#### NOTE TO TEACHER

- It is essential that teacher is able to assess that each student has correct pronunciation.

## NOTES

## NOTE TO TEACHER

- Teacher reviews the class before the activity.

- Teacher explains that there are two ways of writing the letter “y” – small “y” and capital “Y.” Teacher models writing on air. Teacher models writing on board and asks for volunteers.

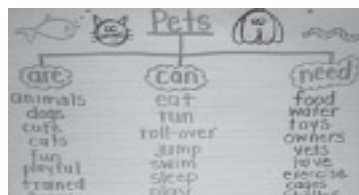
**Dagiti Aramiden** (Activities)

- Handwriting Activity  
Teacher tells pupils to practice writing letter “Yy”.  
For the activity, refer to MTB-MLE *Ilokano* (Learner’s Manual) pp.70-71.
- Fill out the blanks with the letter Yy.  
For the activity, refer to MTB-MLE *Ilokano* (Learner’s Manual) pp. 67-68

## 4

**PANAGPUTAR: PET CHART (COMPOSING PET CHART ACTIVITY)**

- Teacher shows the model of a chart and let the pupils complete the graphic organizer. Teacher explains to children on what are pets, what pets can do and what pets need.

**Word Chart about pets/Pet Chart:**

A sample of a graphic organizer for pupils to complete. If pupil has difficulty in writing, he or she can draw what pets are, what pets can do and what pets need. **(A separate sheet for pupils to do)**

- Teacher may require pupils to share with their pairs or partners after completing the activity. Teacher may choose some of the completed graphic organizers/activities to be displayed in the walls.

## 5

**PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)**

- Teacher asks the following questions to end the session.
  - Ania dagiti naadalyo maipapan iti taraken?*  
(What did you learn about pets?)
  - Ania ti nagustuanyo nga inaramid ita nga aldaw?*  
What did you enjoy in today’s lesson?
- Teacher cheers pupils for a job well done today.

1

## INALDAW A MAARAMID (ROUTINE)

### a. Morning Sign-in

- Teacher continues the morning activity in Day 1.

### b. *Danin Wenno Kanta* (Poem or Song)

- Teacher reviews the poem or song learned as a group or individually.
- Teacher lets the pupils to give their ideas about the song as well.

2

## PANAGBIBINNINGLAY (SHARING)

### Individual Activity

**Teacher says:** *"Idi kalman, impakita ken impalanag ti kaaduan kadakayo ti poster nga inaramidda. Ita, babaen ti poster nga inaramidyo, mangibagakayo iti dua a wagas no kasano a taripatukenyo ti tarakenyo."* (Yesterday, some of you shared about the poster that you've made. Today, using that poster you made, share two ways how you would take care of your pets.)

- Teacher takes this opportunity to assess pupils' oral language development and fluency.

3

## PANAGPUTAR: MATARABAY NGA AKTIBIDAD (COMPOSING: GUIDED ACTIVITY)

- Teacher reviews on the Pets' Needs Chart done the previous day.
- Teacher asks this question.

*What do pets need in order to live?*

*Put the words in the correct column*

ALDAW

3



### MATERIALS

- Copy of Read Aloud story: *Maysan ti Tawen ni Beth*
- "How Many Letters in Your Name Chart" (from manila paper/old calendar)
- Poem/song on chart or manila paper
- Pictures of words beginning in /Ee/
- Words beginning in /Ee/ written on flashcards
- MTB-MLE Learner's Manual
- Pet Chart Activity

## NOTES

Sample Chart: (separate sheet for pupils to do)

<b>Dagiti Taraken (PETS)</b>		
<b>ket (is, are)</b>	<b>mabalin a (can)</b>	<b>kasapulanna ti (need/needs)</b>
		<i>makan</i> (food)
		<i>danum</i> (water)
		<i>ay-ayam</i> (toy)
		<i>akinkukua</i> (owner)
		<i>beterinario</i> (veterinarian/vet)
		<i>ayat/pammateg</i> (love/care)
		<i>korall/tangkal</i> (cage)
		<i>balay/pagtaengan</i> (shelter)
		<i>ehersisio</i> (exercise)

Sample Pet Needs:



**Teacher says:** “Dagiti taraken ket kas met kadatayo nga agkasapulan kadagiti banag a makita iti chart/ladawan. Apay a nasken nga ikkan iti importansia dagiti taraken? (Pets like us, have needs as you see in the chart/pictures, why is it important that pets receive these needs?)

- Teacher will ask the pupils, or direct to have think-pair-share activity if needed.

## 4

### ADALEN A LETRA (TARGET LETTER): “Ee”

From the Pet Needs Activity:



**Teacher says:** “Manipud iti listaan dagiti kasapulan ti taraken, ania dagiti balikas a mangrugi iti E/e? (From the list of words needed by pets, identify words that begin with E/e.)

NOTES

- Teacher writes the new letter on the board and asks the pupils to say the name of the letter.

**Teacher says:** *Ita nga aldam, intayo adalen ti letra “s.” Asino kadakayo ti makaammo iti uni ti letra “Ee”?* (Today, we’re going to learn the letter “Ee.” Who among you knows the sound letter “Ee” produces?)



- Teacher gives the sound of the letter and asks pupils to follow.
- Teacher gives the sound of the letter “E.” He or she lets pupils repeat after as a group and in pairs or individually. Teacher may also let the pupils listen to the sound from the audio file provided.
- Teacher asks more examples from pupils of words that begin with the letter “Ee”.
- Teacher shows photos of words that begin with the letter “Ee”. Teacher can add more to the examples below.

*espada* (sword)                      *eroplano* (airplane),

*elepante* (elephant)              *epron* (apron),

*eskoba* (hand brush)

- Teacher leads the /e/ sound song.

### **/e/ Sound Song**

*Espada, espada .../e/.../e/.../e/*

*Epron, epron .../e/.../e/.../e/*

*Elepante, Elepante .../e/.../e/.../e/*

*Eroplano, eroplano .../e/.../e/.../e/*

*Eskoba, eskoba .../e/.../e/.../e/*

- Teacher explains that there are two ways of writing the letter “Ee” – small “e” and capital “E”. Teacher models writing on air. Teacher models writing on board and asks for volunteers.

### **Dagiti Aramiden (Activities)**

Handwriting Activity

Teacher tells pupils to practice writing letter ““Ee”.

For the activity, refer to MTB-MLE *Ilokano* (Learner’s Manual) pp.112-113.

## NOTES

## 5

PANGPATALGED NGA AKTIBIDAD  
ENGAGEMENT ACTIVITY

**Teacher says:** *Kadagiti balikas a naadaltayo, intayo man kitaen ti balikas a beterinario. Ania ti beterinario? Ammoyo kadi ti kayatna a sawen daytoy?* (In the list of Pet Needs/Chart, there is a word “Vet/Veterinarian,” Do you know what’s the word veterinarian?)



**Teacher says:** *Ti beterinario ket doktor wenno mangngagas iti ayup. Apay ngata a kasapulan met dagiti ayup ti doktor a kas met kadatayo?* (a veterinarian is an animal/pet doctor. Why is it that pets need a vet (like you/us, we need doctors)?)

Modelling: In a chart, (teacher-prepared-how the vet is like their doctor) students will construct a vet chart by completing this graphic organizer:

Vet Chart			
<i>Sadino ti pagtraba-huanda?</i> (Where do they work?)	<i>Asino dagiti pasienteda?</i> (Who are their patients?)	<i>Ania ti aramidenda tapno maammuanda a ti ayup ket nasalun-at?</i> (What do they do to check if an animal is healthy?)	<i>Ania ti aramidenda no ti ayup ket masakit?</i> (What do they do if an animal is sick?)

- Teacher asks pupils’ responses or answers then writes in the chart (prepared in a manila paper or cartolina/display on the board).



**Teacher says:** *Ita, ta nalpasen ti “Vet Chart”-tayo, in agaramid iti “Vet Badge.” Adda ipakitak a pagtuladan. Idrowingyo ti ladawan ti maysa a beterinario ken isurat ti nagan ken ti tawenna.* (Now that we know what we are going to do, let’s look at the sample below. In the Badge, pupils will draw the picture of a veterinarian, write the name and age).

Place Photo Here

**Veterinarian**

Name \_\_\_\_\_

Age \_\_\_\_\_

NOTES

6

**PANANGILEPPAS ITI LEKSION  
CONCLUDING THE SESSION)**

**Teacher says:** *Ania dagiti naadalyo iti leksiontayo? Ibagam man ti pakabuklan ti naadaltayo.* (What did you learn from today's lesson? Give a sentence.)



I

**INALDAW A MAARAMID (ROUTINE)**

**a. Morning Sign-in**

- Teacher continues the morning activity in Day 1.

**b. Daniw Wenno Kanta (Poem or Song)**

- Teacher reviews the poem or song learned as a group or individually.
- Teacher lets the pupils to give their ideas about the song as well.

2

**PANAGBIBINNINGLAY (SHARING)**

**Individual Activity**

**Teacher says:** *"Idi kalman, impakitayo ken impalawagyo ti poster nga inaramidyo. Ita babaen ti poster nga inaramidyo, mangibagakayo iti dua a wagas no kasanoyo a taripatuhen ti tarakenyo."* (Yesterday, some of you shared about the poster that you've made. Today, using that poster you made, share two ways how you would take care of your pets.)

- Teacher takes this opportunity to assess pupils' oral language development and fluency.

3

**PANGPATALGED NGA AKTIBIDAD  
(ENGAGEMENT ACTIVITY)**

- Before the activity: teacher divides the class into 4-5 groups. Each group brainstorms words starting with Y/y; E/e that was learned earlier this week. While pupils are preparing, their vocabulary will be enriched by identifying words starting with Y/y and E/e.

**Model: I Spy Game:**

**Teacher says:** "I spy with my little eye a word that begins with the sound "/Y/." It is "something sweet. (*yema*) Pupil from group 1 answers. Then he or she takes the leads then tosses it to the next group.



ALDAW

5



**MATERIALS**

1. Copy of Read Aloud story: *Maysan ti Tawen ni Beth*
2. "How Many Letters in Your Name Chart" (from manila paper/old calendar)
3. Poem/song on chart or manila paper
4. Pictures of words beginning in /Ee/
5. Words beginning in /Ee/ written on flashcards
6. Pet Chart Activity
7. Veterinarian Checklist Activity

## NOTES

*espada, eroplano, elepante, epron, eskoba, estatua,*

*estudiante, eskuelaan, yelo, yema, yoyo, yero, Yolanda*

## 4

## ARAMID A PARA ITI GRUPO: (GROUP WORK)

## Veterinarian's Checklist Activity

- Teacher explains the checklist such as the title, the pet's name to filled up the blank, the kind of animals that will be encircled (children may add more animals in the drawing), the parts of the animals that need attention (ok or not ok) such as tail, paws, nose, heart, eyes, ears (children may add other parts of the body in their own checklist), and how would the vet fix it ( band aid, medicine or shot). Pupils will write their favorite pets in the checklist or the pets of their families/neighbors if any.

Examples of pets: dogs, cats, (fish), goat, leopard cat/wild cat (*naatap a pusa*); endangered species civet cat (wild cat in the forest but of different species)

The activity can be done in pairs or in whole group. Teacher may require pupils to post their work in the wall once completed

## 5

PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)

- Teacher asks the following questions to sum up the day's lesson.
  1. *Ania dagiti naadalyo ita nga aldaw?*
  2. *Ania ti nagustuanyo unay? Saan unay?*
  3. *Ania ti pakaragsakanyo nga aramiden?*
- *Ania ti panggep ti panangaramat iti vet checklist? Kayatyo kadi ti agbalin a beterinario ? Apay? Apay a saan?* (What's the purpose of the vet's checklist? Do you like to become a veterinarian someday? Why or why not? (Ask children, if time permits).

**Veterinarian's Checklist**

Pet name \_\_\_\_\_

Circle the type of animal:

dog cat fish hamster turtle pig

Are these body parts ok?

Ears	<input type="checkbox"/> Yes <input type="checkbox"/> No
Eyes	<input type="checkbox"/> Yes <input type="checkbox"/> No
Heart	<input type="checkbox"/> Yes <input type="checkbox"/> No
Nose	<input type="checkbox"/> Yes <input type="checkbox"/> No
Paws	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tail	<input type="checkbox"/> Yes <input type="checkbox"/> No

Circle how you will fix it:

Bandaid Medicine Shot

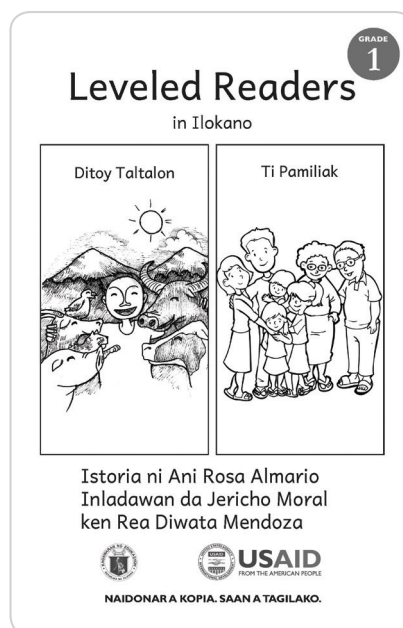
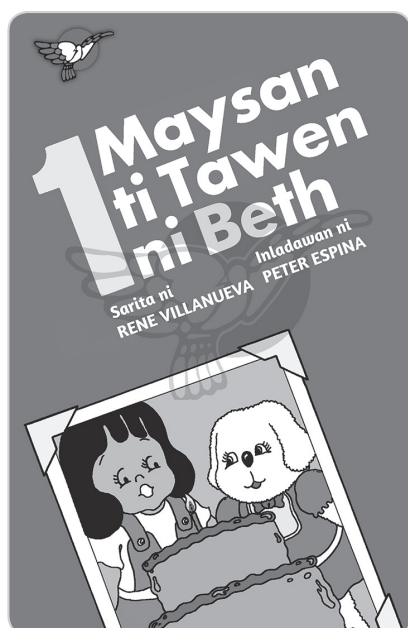


WEEK

7

## TEACHER'S GUIDE

# GRADE I MOTHER TONGUE ILOKANO

**THEME: DAGITI AYUP A TARAKENKO ITI PAGTAENGAN (MY PETS)****READ ALOUD STORY: MAYSAN TI TAWEN NI BETH (BETH IS I)****LEVELED READER: "DITTOY TALTALON" ("IN THE FARM")**

**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 1  
ILOKANO  
QUARTER 1, WEEK 7 (50 MINUTES PER DAY)**

**Theme:** *Dagiti Ayup a Tarakenko iti Pagtaengan (My Pets)*

**Read Aloud Book:** *Maysan ti Tawen ni Beth (Beth is I)*

**Leveled Reader:** *"Ditoy Taltalon" ("In the Farm")*

*Written by Ani Rosa Almario and Illustrated by Jericho Moral*

Day	Domain	Objectives	Subject Matter
Daily	<b>OL</b>	• Sing in groups familiar songs	• Poll-taking
	<b>SS</b>	• Write basic information about self: name	• Sing songs or rhymes
	<b>HW</b>	• Write one's name in a poll legibly	
I	<b>PA</b>	<ul style="list-style-type: none"> <li>• Say the new spoken word when two or more sounds are put together</li> <li>• Say the new spoken word when two or more syllables are put together</li> </ul>	<ul style="list-style-type: none"> <li>• Read Aloud: <i>Maysan ti Tawen ni Beth (Beth is I)</i></li> <li>• Syllable breaking and combining</li> <li>• Group Activity: Pet Rule Chart</li> </ul>
	<b>PWR</b>	• Blend specific letters to form syllables and words	
	<b>OL</b> <b>ATR</b>	• Participate actively during Read Aloud: <i>Maysan ti Tawen ni Beth</i> by making comments and asking questions	
	<b>V</b>	• Use vocabulary referring to people, animals, and environment	
	<b>LC</b>	• Infer character's feelings from a story listened to	
	<b>C</b>	• Express ideas through words and phrases using both invented and conventional spelling	

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading  
**BPK** – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness  
**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
1. Routine a. Morning Sign-in <ul style="list-style-type: none"> <li>Teacher introduces poll-taking and supports pupils in the activity</li> </ul> b. Sing songs or rhymes <ul style="list-style-type: none"> <li>Teacher teaches song, rhyme, or poem</li> </ul> 2. Sharing Information <ul style="list-style-type: none"> <li>Teacher guides pupils in sharing news or information in pairs</li> </ul> * <i>Sharing information is at teacher's discretion based on objectives and theme for the week</i>	1. Routine <ul style="list-style-type: none"> <li>Pupils answer the poll</li> <li>Pupils sing song rhyme or recite poems</li> </ul> 2. Sharing Information <ul style="list-style-type: none"> <li>Pupils share news/information to their partners</li> </ul>
1. Routine (same as above under Daily Activities) 2. Sharing Information (same as above under Daily activities) 3. Syllable Breaking and Combining <ul style="list-style-type: none"> <li>Teacher introduces the "Troll or Robot" Talk to engage pupils in syllable breaking and combining activity</li> </ul> 4. Rereading of Read Aloud Story – <i>Maysan ti Tawen ni Beth</i> <ul style="list-style-type: none"> <li>Teacher rereads the story, <i>Maysan ti Tawen ni Beth</i></li> <li>Teacher facilitates vocabulary development by letting pupils guess the word using illustration as clues</li> <li>Teacher facilitates discussion of characters' feelings as depicted in illustrations</li> </ul>	1. Routine (same as above under Daily Activities) 2. Sharing Information (same as above under Daily activities) 3. Syllable Breaking and Combining <ul style="list-style-type: none"> <li>Pupils combine syllables to form a word.</li> </ul> 4. Rereading of Read Aloud Story – <i>Maysan ti Tawen ni Beth</i> <ul style="list-style-type: none"> <li>Pupils listen attentively and participate during rereading of Read Aloud by making comments and answering questions</li> <li>Pupils talk about characters' feelings as depicted in the illustrations</li> </ul>
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
I			
2	<b>OL</b>	<ul style="list-style-type: none"> <li>Talk about pictures presented in the Pet Rule Chart using appropriate local terminologies with ease and confidence</li> </ul>	<ul style="list-style-type: none"> <li>Target letter: "Mm"</li> <li>Review of vowels: "Aa", "Ii", "Ee", and "Oo"</li> <li>Syllabication and forming words</li> </ul>
	<b>PA</b>	<ul style="list-style-type: none"> <li>Isolate and pronounce letters to fill in missing letters</li> <li>Say the new spoken word when two or more syllables are put together</li> </ul>	
	<b>PWR</b>	<ul style="list-style-type: none"> <li>Give the name and sound of target letters and letters already learned</li> <li>Identify upper case and lower case letters</li> <li>Match words with pictures/objects</li> <li>Blend specific letters to form syllables and words</li> </ul>	
	<b>HW</b>	<ul style="list-style-type: none"> <li>Write the upper case and lower case letters legibly observing proper sequence of strokes</li> </ul>	
3	<b>F</b>	<ul style="list-style-type: none"> <li>Read grade level words and phrases and sentences with appropriate speed and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Guided Reading of Leveled Reader: "Ditoy Taltalon" ("In the Farm")</li> <li>Singular and plural forms of nouns</li> </ul>
	<b>RC</b>	<ul style="list-style-type: none"> <li>Identify the speaker in the story</li> </ul>	
	<b>G</b>	<ul style="list-style-type: none"> <li>Give singular and plural forms of nouns</li> </ul>	

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading  
**BPK** – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness  
**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p>5. Guided Activity: Pet Rule Chart</p> <ul style="list-style-type: none"> <li>Teacher facilitates group work that will produce a Pet Rule Chart</li> </ul> <p>6. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher asks pupils what they have learned</li> </ul>	<p>5. Guided Activity</p> <ul style="list-style-type: none"> <li>Pupils cooperate and participate in groups to create a Pet Rule chart</li> </ul> <p>6. Concluding the Session</p> <ul style="list-style-type: none"> <li>Pupils talk about their insights during the day</li> </ul>
<p>1. Routine (same as above under Daily activities)</p> <p>2. Sharing Information (same as above under Daily activities)</p> <p>3. Target Letter: "Mm"</p> <ul style="list-style-type: none"> <li>Teacher directly instructs letter "Mm"</li> <li>Teacher gives skills activities for the letter "Mm"</li> </ul> <p>4. Target Letter: "Dd"</p> <ul style="list-style-type: none"> <li>Teacher directly instructs letter "Dd"</li> <li>Teacher asks pupils to practice writing capital letter "D" and small letter "d"</li> <li>Teacher leads pupils in singing the "D sound song"</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher dismisses the pupils according to first letters of name. If not yet dismissal time, he or she may just ask pupils with identified beginning letters to stand up.</li> </ul>	<p>1. Routine (same as above under Daily activities)</p> <p>2. Sharing Information (same as above under Daily activities)</p> <p>3. Target Letter: "Mm"</p> <ul style="list-style-type: none"> <li>Pupils give the sound of the letter "Mm"</li> <li>Pupils practice writing capital letter "M" and small letter "m"</li> <li>Pupils match pictures and words that begin with the letter "Mm"</li> <li>Pupils identify whether "Mm" is a beginning or ending sound</li> </ul> <p>4. Target Letter: "Dd"</p> <ul style="list-style-type: none"> <li>Pupils give the sound of letter "Dd"</li> <li>Pupils practice writing "D" and small letter "d"</li> <li>Pupils sing the "D sound song"</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Pupils recognize the first letters of their names</li> </ul>
<p>1. Routine (same as above under Daily activities)</p> <p>2. Sharing Information (same as above under Daily activities)</p>	<p>1. Routine (same as above under Daily activities)</p> <p>2. Sharing Information (same as above under Daily activities)</p>
<p><b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition  <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
3			

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading  
**BPK** – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness  
**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p>3. Guided Reading of Leveled Reader - "Ditoy Taltalon" ("In the Farm")</p> <p><i>a. Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher discusses high frequency words</li> <li>Teacher gives motive question</li> <li>Teacher conducts a picture walk of the book with the pupils</li> <li>Teacher discusses the cover, title, and author of the book</li> </ul> <p><i>b. Reading of Leveled Reader</i></p> <ul style="list-style-type: none"> <li>Teacher gives pupils the book in pairs or groups of 3. Teacher reads the story while pupils follow reading silently.</li> <li>Teacher gives decoding strategies that pupils may use</li> <li><i>Returning to the text:</i> Teacher lets pupils read the story as a group</li> <li>Teacher highlights some of the words that were difficult for the pupils</li> </ul> <p><i>c. After Reading Activities</i></p> <ul style="list-style-type: none"> <li><i>Responding to the text:</i> Teacher relates the story to their personal experiences</li> <li>Teacher asks who the speaker in the story is</li> </ul> <p>4. Grammar: Singular and Plural Nouns</p> <ul style="list-style-type: none"> <li>Teacher instructs forms of nouns (singular and plural) using story as springboard</li> <li>Teacher gives skills activities for forms of nouns</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher dismisses the pupils according to first letters of name. If not yet dismissal time, he or she may just ask pupils with identified</li> <li>beginning letters to stand up</li> <li>Teacher tells pupils that they will read the story again tomorrow</li> </ul>	<p>3. Guided Reading of Leveled Reader – "Ditoy Taltalon" ("In the Farm")</p> <p><i>a. Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils read high frequency words</li> <li>Pupils answer questions about the pictures on the book</li> </ul> <p><i>b. Reading of Leveled Reader</i></p> <ul style="list-style-type: none"> <li>Pupils read silently while following as the teacher reads the story aloud</li> <li>Pupils demonstrate how to use decoding strategies taught</li> <li>Pupils read the story as a group</li> </ul> <p><i>c. After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils talk about life in the mountains and animals they see</li> <li>Pupils identify the speaker in the story</li> </ul> <p>4. Grammar: Singular and Plural Nouns</p> <ul style="list-style-type: none"> <li>Pupils give singular and plural forms of given nouns</li> <li>Pupils answer skills activities on forms of nouns</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Pupils recognize the first letters of their names</li> </ul>

**PA** – Phonological Awareness **PWR** – Phonics and Word Recognition

**RC** – Reading Comprehension **S** – Spelling **SS** – Study Skills **V** – Vocabulary Development

Day	Domain	Objectives	Subject Matter
4	F	<ul style="list-style-type: none"><li>Read grade level words and phrases and sentences with appropriate speed and accuracy</li></ul>	<ul style="list-style-type: none"><li>Guided Reading of Leveled Reader: “Ditoy Taltalon” (“In the Farm”)</li><li>Related vocabulary: sea animals</li><li>Composing activity</li></ul>
	V	<ul style="list-style-type: none"><li>Use vocabulary relating to animals and environment</li></ul>	
	G	<ul style="list-style-type: none"><li>Use naming words in sentences</li></ul>	
	C	<ul style="list-style-type: none"><li>Express ideas through words and phrases using both invented and conventional spelling</li></ul>	
5	S	<ul style="list-style-type: none"><li>Correctly spell grade level words</li></ul>	<ul style="list-style-type: none"><li>Spelling</li><li>Independent Reading</li></ul>
	ATR	<ul style="list-style-type: none"><li>Browse and choose books to read</li></ul>	

**DOMAINS:** **AK** – Alphabet Knowledge   **ATR** – Attitude Towards Reading  
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**HW** – Handwriting   **LC** – Listening Comprehension   **OL** – Oral Language



Teacher's Activities	Learner's Activities
<ol style="list-style-type: none"> <li>1. Routine (same as above under Daily activities)</li> <li>2. Sharing Information (same as above under Daily activities)</li> <li>3. Rereading of Leveled Reader: "<i>Ditoy Taltalon</i>" ("In the Farm") <ul style="list-style-type: none"> <li>• Teacher supervises rereading of the story in pairs or groups</li> <li>• Teacher lets the pupils read the story as a class or in groups</li> </ul> </li> <li>4. Guided Writing Activity <ul style="list-style-type: none"> <li>• Teacher facilitates discussion transitioning from land animals to sea animals</li> <li>• Teacher supports composing activity in groups</li> </ul> </li> <li>5. Concluding the Session <ul style="list-style-type: none"> <li>• Teacher tells pupils to finish their work and present them in class</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Routine (same as above under Daily activities)</li> <li>2. Sharing Information (same as above under Daily activities)</li> <li>3. Rereading of Leveled Reader: "<i>Ditoy Taltalon</i>" ("In the Farm") <ul style="list-style-type: none"> <li>• Pupils read the story again in pairs or groups</li> <li>• Pupils read the story as a class</li> </ul> </li> <li>4. Guided Writing Activity <ul style="list-style-type: none"> <li>• Pupils identify sea animals</li> <li>• Pupils draw and write about sea creatures</li> <li>• Pupils cooperate and participate in group work</li> </ul> </li> <li>5. Concluding the Session <ul style="list-style-type: none"> <li>• Pupils finish their work and present them in class</li> </ul> </li> </ol>
<ol style="list-style-type: none"> <li>1. Routine (same as above under Daily activities)</li> <li>2. Sharing Information (same as above under Daily activities)</li> <li>3. Review through Games and Activities <ul style="list-style-type: none"> <li>• Teacher reviews previous lessons through games and activities</li> </ul> </li> <li>4. Group/Paired Reading <ul style="list-style-type: none"> <li>• Teacher gives time for pupils to read a chosen book</li> <li>• Teacher lets pupils to share what they have read</li> </ul> </li> <li>5. Concluding the Session <ul style="list-style-type: none"> <li>• Teacher can end the session through a game, cheer, or song</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Routine (same as above under Daily activities)</li> <li>2. Sharing Information (same as above under Daily activities)</li> <li>3. Review through Games and Activities <ul style="list-style-type: none"> <li>• Pupils participate actively in activities</li> </ul> </li> <li>4. Group/Paired Reading <ul style="list-style-type: none"> <li>• Pupils choose a book to read</li> <li>• Pupils talk in pairs about the book read</li> </ul> </li> </ol>
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

## ALDAW

I



## MATERIALS

1. Copy of Read Aloud story: *Maysan ti Tawen ni Beth*
2. "What Pet Do You Like?" Survey Chart (from manila paper/old calendar)
3. Poem/song on chart or manila paper
4. Veterinarian's Checklist
5. Hand Shape Organizer
6. Pictures for vocabulary words
7. Rule Book Sample

## INALDAW A MAARAMID (ROUTINE)

## a. Morning Sign-in.

## Activity 1: "What Pet Do You Like?"

(Ania ti Kayatyo a Taraken?)

- Teacher prepares a poll or survey chart on a manila paper/old calendar sheet. As children enter the room, the teacher provides the morning Sign-in sheet. The children will practice writing their names. Using the class poll/survey sheet, the children will write their names in the column of preference (whether they like dog, cat, hamster or others as pets).

See example below:

- 10 -15 pupils per day to sign in.

What Pet Do You Like?			
dog	cat	hamster	other pets with fur and 4 legs

b. *Daniw Wenno Kanta* (Poem or Song)

- Teacher introduces the song "*Dua Ti Imak*" in class. The lyrics are written in a board/manila paper so pupils can follow singing. He or she asks the pupils to sing with her and then sing on their own.

***Dua Ti Imak***Ayug: *I have Two Hands**Dua ti imak,**Kanigid, kanawan.**Ingatok ida**Nadalusda**Agsipatak**Maysa, dua**Napintasda**a mabuybuya.*

- Teacher asks 2 pupils to identify words that rhyme from the song then he or she discusses what the song is all about.

## NOTES

## 2

## PANAGBIBINNINGLAY (SHARING)

## Veterinarian's Checklist Activity

- Teacher asks pupils to share about their Veterinarian's Checklist done during the previous week. Teacher asks 4-5 pupils to present in class.

**Teacher says:** *Lima kadakayo ti maikkan iti gundaway a mangipresentar iti inaramidda a Veterinarian's Checklist.*

(I am giving 4-5 representatives from each group to present their Veterinarian's Checklist.)

- Teacher takes this opportunity to assess pupils' oral language development and fluency.

## 3

## SILABIKASION (SYLLABICATION)

## (Take apart and blend syllables)

**Troll Talk Activity:** Teacher pretends to talk like a troll/elf by segmenting syllables into individual sounds. Children then guess the Troll's/elf's words.

For example, the troll/elf could say, "Guess what I have. I have a

*"pu-sa" (pusa) ka-pas pi-sar-ra ka-ri-ton sa-bon*

- Teacher can give more words.

## 4

PANAGIBASA MANEN ITI READ LOUD:  
MAYSAN TI TAWEN NI BETH (RE-READING  
OF THE READ ALOUD STORY: BETH IS I)

- Teacher prepares a big Hand Shape Organizer using a cartolina/manila paper/old calendar sheet before the session.

**Teacher says:** *Innak manen basaen ti istoria. Sumardengak iti apagbiit tapno maibagayo dagiti bambanag nga adda ken ni Beth gapu ta isu ti umuna a kasangayna.* (I will read the story again, I will pause at certain points for you to identify things Beth has because she's 1. Here are some of the suggested points for pauses.)

- Teacher reads the story. Teacher pauses at certain points to ask questions. Here are some of the suggested points for pauses.

**Teacher says:** *Adda inaramidko ditoy a "hand shape organizer". Usaren daytoy kabayatan a basbasaentayo ti istoria. Maikabil iti tunggal ramay ti tunggal banag nga adda ken ni Beth.* (I prepared a hand shape organizer. We will use this as we read the story. Every single thing that Beth has will be put in each finger.)

**NOTE TO TEACHER**

- Teacher emphasizes that there are there are some people who can afford to have pets and others don't. Each individual is different just like you (students) and their classmates.)

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*Maysan ti tawen ni Beth.*  
*Adu ti masapul a maisagana.*  
*Adda padaya inton madamdama.*  
*Maysa a bado a para ken ni Beth. (dress)*  
*Maysa a laso a bassit. (ribbon)*  
*Maysa nga atiddog a lamisaan. (table)*  
*Ditoy a mangan dagiti ubbing.*  
*Maysa a tugaw a para iti tunggal sangaili. (chair)*  
*Maysa a lobo ti maited iti tunggal bisita nga ubing. (balloon)*  
*Maysa a baso a katerno ti plato. (glass)*  
*Maysa a tasa a para iti sorbetes. (cup)*

---

- Teacher takes the opportunity during reading to discuss about the feelings of Beth and the little girl/owner of the dog based on the pictures of the story.
- Guide/show pupils each of the book and let them analyze the pictures as regards to the feeling of Beth (pet dog) and the little girl (owner).

**5****PANAGPUTAR: RULE BOOK  
(COMPOSING: RULE BOOK)****Rule Book (for our pet):**

- Teacher introduces the activity/concept of a rule book. Teacher reviews the pet needs based on the chart/last week's activity.
- On poster paper or chalkboard teacher writes:  
**Rule Book for my Pet, \_\_\_\_\_**
- Teacher asks pupils to come up with what type of pets they/class would adopt (e.g., dog, cat, bird, fish, etc.).
- Children can refer to the Vet checklist that the students did last week where they identified the type of the pets they were examining. Teacher tells pupils about the title of the book. Then after children identified the specie(s), the class can name the pet and the gender (add the pet's name to the title).

Example:

**Rule Book for Our Pet, Putot**

Children can refer to the Vet checklist that the pupils did last week where they identified the type of the pets they were examining. Teacher tells pupils about the title of the book. Then after children identified the specie(s), the class can name the pet and the gender (add the pet's name to the title).

NOTES

**Teacher says:** *Ita, grupuenkayo iti lima. Tunggal grupo ket adda aramidenna. Agdrowingkayo iti ladawan ken kompletuen ti patang nga inaramidko babaen met ti panangusaryo kadagiti balikas nga ammoyo ken kabaelanyo a maited ti unina.* (Now, I will divide the class into five groups and each group has an assignment to do (one needs). You will draw a picture and complete the sentence that I (teacher) model to you using the words that that you already know/familiar with, and that you can sound out those words.)

*Masapul a maibaga iti patang ti pagalagadan maipanggep kadagiti taraken.* (The sentence should tell us what the rule is.)

- Teacher can point to the word “LOVE” (based on the previous chart children did before) and model a sentence.

Example:

*Ayat* (Love)

*Kasapulan ni Putot ti pannakataripato.*

(Putot needs to be hugged and petted.)

GRUPO (GROUP)	PATANG (SENTENCE)
Group 1: <i>Makan</i> (Food)	<i>Kasapulan ni Putot ti _____</i> (Putot needs _____)
Group 2: <i>Danum</i> (Water)	<i>Kasapulan ni Putot ti _____</i> (Putot needs _____)
Group 3: <i>Balay /pagtaengan</i> (Shelter)	<i>Kasapulan ni Putot ti _____</i> (Putot needs _____)
Group 4: <i>Ehersisio</i> (Exercise)	<i>Kasapulan ni Putot ti _____</i> (Putot needs _____)
Group 5: <i>Panangtaripato</i> (Grooming)	<i>Kasapulan ni Putot ti _____</i> (Putot needs _____)

- Teacher asks pupils what other needs of the dog and write in the chart.
- Teacher supports the pupils as they write the rules they are given for the class.

6

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher tells pupils to continue the next day if not finished.

**Teacher says:** *Apay a masapul a taripatuentayo dagiti taraken?* (Why do we need to take care our pets?)

## ALDAW

2



## MATERIALS

1. Copy of Read Aloud story: *Maysan ti Tawen ni Beth*
2. “What Pet Do You Like?” Survey Chart (from manila paper/old calendar)
3. Poem/song on chart or manila paper
4. Veterinarian’s Checklist
5. Pictures for vocabulary words
6. Pet Rule Book

I

## INALDAW A MAARAMID (ROUTINE)

## a. Morning Sign-in

- Teacher continues with the morning activity done in Day 1.

**Activity 1:** “What Pet Do You Like?” (*Ania ti Kayatyo a Taraken?*)

b. *Daniw Wenno Kanta* (Poem or Song)

- Teacher reviews the poem or song learned as a group or individually.

2

## PANAGBIBINNINGLAY (SHARING)

## Group Activity

## Rule Book Completion

- Teacher asks pupils to complete their Rule Book and share about their Rule Book of their pets. Teacher calls 4 -5 volunteers to represent their group.
- Teacher facilitates the “Sharing of Rule Book” in class. He or she invites class to provide positive comments. He or she takes this opportunity to assess students’ oral language development and fluency as well.

3

## PANAGBIBINNINGLAY (SHARING)

## From the Pet Needs Activity:



**Teacher says:** *Manipud iti listaan dagiti kasapulán ti taraken, ania dagiti balikas a mangrugi iti “Mm”? (From the list of words needed by pets, identify words that begin with Mm.)*

- Teacher gives the sound of the letter “Mm.” He or she lets the pupils repeat after the sound by a group, and by pairs a group and or individually.
- Teacher introduces words that begin with the letter “Mm.” Teacher can show pictures.  
*mangga* (mango), *mansanas* (apple), *medias* (sock), *mata* (eyes), *manok* (chicken)
- Teacher explains that there are two ways of writing the letter “Mm” – small “m” and capital “M.” Teacher models writing on air.
- Teacher models writing on board and asks for volunteers.

- Teacher lets pupils identify words beginning with letter “Mm” from the story.
- Teacher leads the /d/ sound song.

## NOTES

### /m/ Sound Song

*Mangga, mangga .../m/.../m/.../m/*

*Mansanas, mansanas .../m/.../m/.../m/*

*Medias, medias .../m/.../m/.../m/*

*Mata, mata .../m/.../m/.../m/*

*Manok, manok .../m/.../m/.../m/*

### Dagiti Aramiden (Activities)

#### 1. Handwriting Activity

Teacher tells pupils to practice writing letter “Mm”.

For the activity, refer to MTB-MLE *Ilokano*

(Learner’s Manual) pp.79-80.

#### 2. Words that begin with the letter Mm.

For the activity, refer to MTB-MLE *Ilokano*

(Learner’s Manual) pp. 76-77

## 4

### ADALEN A LETRA (TARGET LETTER): “Dd”

From the Pet Needs Activity:

**Teacher says:** *Manipud iti listaan dagiti kasapulan ti taraken, ania dagiti balikas a mangrugi iti “D/d”?* (From the list of words needed by pets, identify words that begin with Dd.)



- Teacher gives the sound of the letter “Dd.” He or she lets the pupils repeat after the sound by a group, and by pairs a group and or individually.
- Teacher introduces words that begin with the letter “Dd.” Teacher can show pictures.  
*dila* (tongue), *dalem* (liver), *daga* (soil/land/earth)  
*dalayap* (citrus lima/lima tree), *dentista* (dentist)
- Teacher explains that there are two ways of writing the letter “Dd” – small “d” and capital “D.” Teacher models writing in the air.
- Teacher models writing on board and asks for volunteers.
- Teacher lets pupils identify words beginning with letter “Dd” from the story.

## NOTES

- Teacher leads the /d/ sound song.

**/d/ Sound Song**

*Dentista, dentista .../d/.../d/.../d/*

*Dalem, dalem .../d/.../d/.../d/*

*Dalayap, dalayap .../d/.../d/.../d/*

*Dila, dila .../d/.../d/.../d/*

*Daga, daga .../d/.../d/.../d/*

**Dagiti Aramiden (Activities)**

## 1. Handwriting Activity

Teacher tells pupils to practice writing letter “Dd”.

For the activity, refer to MTB-MLE *Ilokano*

(Learner’s Manual) pp.108-109.

## 2. Words that begin with the letter “Dd”.

For the activity, refer to MTB-MLE *Ilokano*

(Learner’s Manual) pp. 106

**5****PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)****Target Letter Review:**

Dismiss Children: Dismiss all the children whose names start with the /d/ and /m/ sound.

For example: “All the pupils whose names begin with the /d/ or /m/ sound can go wash their hands/go for snacks or lunch ahead. That’s Dan, Dana, and Monica.

**ALDAW****3****I****INALDAW A MAARAMID (ROUTINE)****a. Morning Sign-in**

- Teacher continues with the morning activity done in Day 1.

**Activity 1:** “What Pet Do You Like?” (*Ania ti Kayatyo a Taraken?*)

**b. Daniw Wenno Kanta (Poem or Song)**

- Teacher reviews the poem or song learned as a group or individually.
- Teacher asks other 2 pupils to identify words and read words that rhyme from the song



## 2

### PANAGBIBINNINGLAY (SHARING)

#### a. Group Activity

- Teacher asks the other groups to share about their poster which they have done the other day.

**Teacher says:** “Idi kalman, nagaramidkayo iti “poster”. Ket ti dadduma kadakayo, nalpasen a nagipresentar iti kapanunotanda maipanggep iti poster. Ita a bigat, lima kadakayo ti mangipresentar met iti “poster” nga inaramidyo. (Yesterday, I have asked some of you to share about your posters made. Today, some of you will be sharing too in class.)

- Teacher takes this opportunity to assess students’ oral language development and fluency.

## 3

### PANANGTARABAY KADAGITI UBBING ITI PANANGIBASA ITI LEVELED READER: “DIToy TALTALON” (GUIDED READING OF THE LEVELED READER: “DIToy TALTALON”)

#### DAGITI ARAMIDEN SAKBAY TI PANAGIBASA (PRE-READING ACTIVITIES)

##### 1) Panagbasa iti Balikas (Word Work)

- Teacher shows the high frequency words on flash cards and asks pupil to read the words.

*naimbag      bigatmo*

- Teacher reads the words and uses them in a sentence.

*Naimbag a bigatmo, adingko.* (Good morning sister/brother.)

- Teacher asks volunteer pupils to formulate sentences with *naimbag*, and *bigatmo*.

##### 2) Panangbuya Kadagiti Ladawan (Picture Walk)

- Teacher lets pupils look at the pictures on each page of the book. Teacher talks about it.

Example: *Ania ti makitayo iti daytoy a ladawan?*  
(What do you see in the picture)

##### 3) Panangisagana Kadagiti Ubbing iti Pannakaibasa ti Istoria (Setting the Scene)

- Teacher asks pupils to look at the cover of the book and give the title, author, and illustrator of the book.



#### NOTES

#### MATERIALS

- “What Pet Do You Like?” Survey Chart (from manila paper/old calendar)
- Poem/song on chart or manila paper
- Copy of Leveled Reader: “Ditoy Taltalon”
- Pictures for vocabulary words
- Flashcards (word work)
- Pictures of nouns

## NOTES



**Teacher asks:** *Maipanggep iti ania ti istoria?*  
(What do you think is the story about?)

**DAGITI ARAMIDEN BAYAT TI PANAGIBASA  
(DURING READING ACTIVITIES)**

- Teacher reads the book but before that, he or she informs the pupils that he or she will read the book and model some skills that are helpful to the pupils if they get stuck on a word.



**Teacher says:** *Ita, nakitatayon dagiti ladawan ken napanunotyon no maipanggep iti ania ti istoria, intay man basaen. Basaek nga umuna ti istoria ket sumurotkayo. Kabayatan nga innak basbasaen, aramidek ti tallo a banag.* (Okay, now that we have looked at the pictures and thought about what the story might be about, we are going to read the story. First, I am going to read the story and you follow along. I will be doing three things as I read.)

- Kitaek dagiti balikas ken baliksek ida.*  
(Looking at the words and “sounding them out.”)
- Kitaek dagiti ladawan tapnon maaddaanak iti idea maipapan kadagiti basbasaek a balikas.* (Looking at the pictures for clues about the words.
- Siguraduek a ti ibagbagak a balikas ket isu met laeng ti ispeleng wenno pannakaisuratna. Kas koma no ti ammok ket “tatang” ngem no mingmingak, letra “l” met ti pangrugianna, ammok no kuan a saan a “tatang” daytoy. Isu a saanen a “tatang” ti isaok. Kitaek a nalaing dagiti letra a sumaruno iti “l”, “lolo”, isu a “lolo” no kuan ti isaok*  
(Checking to make sure what I think the word is matches the spelling of the word. So if I thought the word was ‘tatang’ but when I looked at it, it began with the letter ‘l’ I would know that I didn’t read it right. Instead of ‘tatay’ I would correct myself and say ‘lolo.’

- Teacher reads the book, stopping to make a comment or two about the match between the pictures and the text or text with the beginning)
- Teacher can model the three steps above.
- After the teacher reads, he or she asks the pupils to read the text all together, chorally. If pupils have difficulty with a word, prompt them with questions such as:

What letter/sound does the word begin with?  
(*Ania a letra/uni ti pangrugianna?*)

Look at the picture. What makes sense?  
(*Kitaem ti ladawan, isu kadi met laeng ti kayatna a sawen?*)

The teacher should “listen in” and make note of any difficulties children are having.

NOTES

**Teacher asks:** Are there words you do not understand?  
(*Adda kadi balikas a saanmo a maawatan?*) (*Kalpasanna agdamag maipanggep iti topikko*)



4

**NAGAN (NOUNS: SINGULAR AND PLURAL)**

*Ti Nagan ket nagan ti tao, banag, ayup.*

**Panagpaadu iti sapasap a nagan**  
(*Plural for Common Naming Words Rule*)

- Teacher uses a dialog or a story for the presentation material.
- Teacher asks comprehension questions about presentation material (one or two questions will do).
- Teacher gives a sort of generalization
- Guided Practice
- Independent Practice

<b>Nagan (Naming Words)</b>		
<b>Nagan (naming word)</b>	<b>Maymaysa (singular)</b>	<b>Adu (plural)</b>
<i>kalding</i> (goat)		
<i>karnero</i> (sheep)	<i>karnero</i>	<i>karkarnero</i>
<i>manok</i> (chicken)	<i>manok</i>	<i>manmanok</i>
<i>baboy</i> (pig)	<i>baboy</i>	<i>babbaboy</i>
<i>baka</i> (cow)	<i>baka</i>	<i>bakbaka</i>
<i>billit</i> (bird)	<i>billit</i>	<i>bilbillit</i>

5

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher cheers pupils for doing a good job on choral reading.

**Target Letter Review**

- Dismiss Children: Dismiss all the children whose names start with the /d/ and /m/ sound.

For example: “All the children whose names begin with the /d/ or /m/ sound can go wash their hands/go for snacks or lunch ahead. That’s Dan, Dana, and Monica.

## ALDAW

4



## MATERIALS

1. "What Pet Do You Like?" Survey Chart (from manila paper/old calendar)
2. Poem/song on chart or manila paper
3. Copy of Leveled Reader: "Ditoy Taltalon"

I

## INALDAW A MAARAMID (ROUTINE)

## a. Morning Sign-in

- Teacher continues with the morning activity done in Day 1.

**Activity 1:** "What Pet Do You Like?" (*Ania ti Kayatyo a Taraken?*)

## b. Daniw Wenno Kanta (Poem or Song)

- Teacher reviews the poem or song learned as a group or individually.
- Teacher asks other 2 pupils to identify words and read words that rhyme from the song

2

## PANAGBIBINNINGLAY (SHARING)

## Individual Activity

- Teacher asks the other groups to share about their poster which they have done the previous day.
- Teacher takes this opportunity to assess students' oral language development and fluency.

3

## PANANGIBASA MANEN ITI LEVELED READER: "DITTOY TALTALON" (RE-READING OF THE LEVELED READER: "DITTOY TALTALON")

- Teacher divides the class into groups and asks each group to read.
- Teacher goes around and listens in. He or she guides pupils who are struggling to read.

4

## PANAGPUTAR: PANANGISURAT ITI BUKOD A BERSION TI LEVELED READER (COMPOSING: WRITING OWN VERSION OF LEVELED READER)

*Panangaramid iti Bukod nga Aktibidad (Modelling Activity)*

## Pair Activity



**Teacher says:** *Padasentayo man a baliwan ti paulo ti Leveled Reader iti "Ditoy Baybay."* *Ania dagiti makitayo iti baybay?* (We are going to change the title of our Leveled Reader into "Ditoy Baybay.")

What are the animals you see in the sea?

- Teacher provides sentence frames:

***Ditoy Baybay***

*Naimbag a bigatmo!*

*Naimbag a bigatmo, \_\_\_\_\_*

*Naimbag a bigatmo, \_\_\_\_\_*

Activity sheet is provided. (Teacher can just print in the manila paper/calendar sheet or photocopy the sheet if photocopy machine is available.

## NOTES

# 5

## PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- Teacher asks 2 pupils who have finished the activity to share their output. He or she then asks pupils display their work on the wall.
- Teacher applauds pupils for writing creatively.

# I

## INALDAW A MAARAMID (ROUTINE)

### a. Morning Sign-in.

- Teacher continues with the morning activity done in Day 1.

**Activity 1:** “What Pet Do You Like?” (*Ania ti Kayatyo a Taraken?*)

### b. Daniw Wenno Kanta (Poem or Song)

- Teacher reviews the poem or song learned as a group or individually.
- Teacher asks other 2 pupils to identify words and read words that rhyme from the song

# 2

## PANAGBIBINNINGLAY (SHARING )

### Individual Activity

**Teacher says:** “*Idi kalman, nagipresentar dagiti sumagmamano kadakayo maipapan iti istoria nga inaramidyo maipanggep iti “Ditoy Baybay.” Ita ti gundaway dagiti saan pay a nakaipresentar kadagiti inaramidda nga istoria.* (Yesterday, some of you shared about the story you have written. Today, I’ll ask groups who haven’t shared yet to share in front.)

## ALDAW

# 5



## MATERIALS

1. “What Pet Do You Like?” Survey Chart (from manila paper/old calendar)
2. Poem/song on chart or manila paper
3. Copy of Leveled Reader: “Ditoy Taltalon”

## NOTES

- Teacher takes this opportunity to assess students' oral language development and fluency.

## 3

**PANGPADUR-AS NGA AKTIBIDAD  
(ENRICHMENT ACTIVITY)**

**Target letters N, A, T, I, Y, O, S, K, E, M, U**

Before the activity: teacher divides the class into 4-5 groups.

Each group brainstorms words starting with **N, A, T, I, Y, O, S, K, E, M, U**. They will think as many as they can. While pupils are preparing, their vocabulary will be enriched by identifying words starting with **N, A, T, I, Y, O, S, K, E, M, U**.

**Model: Ending Letter Game:**

For Example: Teachers give a the word "*sukog*" (*sukog* ends in letter /g/). So group one right away gives a word that starts with the sound /g/ like "*ganso*." *Ganso* ends in letter /o/ so next group will quickly say a word that starts with the sound /o/ like *okra*.

## 4

**DAGITI BALIKAS A MAISPELING  
(SPELLING WORDS)**

- Teacher asks pupils to take out their spelling notebook for their next activity.
- Teacher dictates the following words for pupils to write:
  1. *mangga* (mango)
  2. *mansanas* (apple)
  3. *medias* (sock)
  4. *mata* (eyes)
  5. *manok* (chicken)
  6. *dila* (tongue)
  7. *dalem* (liver)
  8. *daga* (soil/land/earth),
  9. *dalayap* (citrus lima/lima tree)
  10. *dentista* (dentist)
- After their spelling drill, teacher lets pupils exchange notebooks for checking then read all the words altogether.

## 5

**ADDA KADUA NGA AGBASA  
(PAIRED/GROUP READING)**

- Teacher asks pupils to read the book in pair or group based on the availability of books. Teacher groups pupils who are struggling and

## NOTES

the average/higher ability. Teacher can focus on guiding struggling pupils.

## 6

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)****Target Letter Review**

- Dismiss Children: Dismiss all the children whose names start with the /N/, /A/, /T/, /I/, /Y/, /O/, /S/, /K/, /E/, /M/, /U/ sound.

For example: “All the children whose names begin with the /s/ sound can go wash their hands/go for snacks or lunch ahead.





WEEK

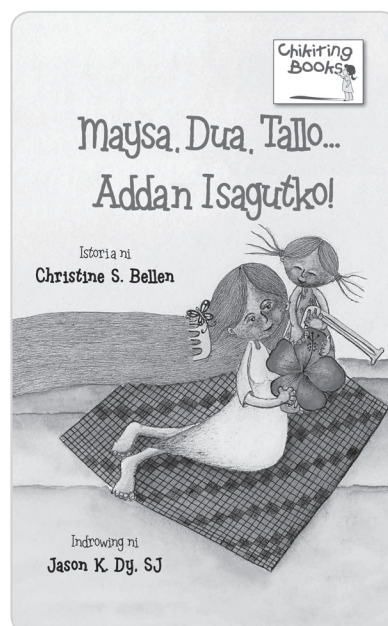
8

## TEACHER'S GUIDE

# GRADE I MOTHER TONGUE ILOKANO

**THEME: *DAGITI TRADISION KEN AKEM TI PAMILIA*  
(FAMILY TRADITIONS, FAMILY ROLES)**

**READ ALOUD STORY: *MAYSA, DUA, TALLO ... ADDAN ISAGUTKO!*  
(ONE, TWO, THREE ... I HAVE A GIFT!)**



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 1  
ILOKANO  
QUARTER 1, WEEK 8 (50 MINUTES PER DAY)**

**Theme: Family Traditions, Family Roles**

**Read Aloud Book: *Maysa, Dua, Tallo... Addan Isagutko! (One, Two, Three ... I Have a Gift!)***

*Written by Christine S. Belen and illustrated by Jason K. Dy, SJ*

Day	Domain	Objectives	Subject Matter
Daily	<b>OL</b>	<ul style="list-style-type: none"> <li>Sing or recite in groups familiar song or poem</li> <li>Talk about oneself and personal experiences</li> <li>Listen and respond to others in oral conversation</li> </ul>	<ul style="list-style-type: none"> <li>Attendance sheet</li> <li>Song or poem</li> </ul>
	<b>HW</b>	<ul style="list-style-type: none"> <li>Write legibly name, grade level, and section</li> </ul>	
	<b>SS</b>	<ul style="list-style-type: none"> <li>Write basic information about self (name, grade level, section)</li> </ul>	
I	<b>OL</b>	<ul style="list-style-type: none"> <li>Participate actively during Read Alouds by making comments and asking questions</li> </ul>	<ul style="list-style-type: none"> <li>Read Aloud: <i>Maysa, Dua, Tallo... Addan Isagutko! (One, Two, Three... I Have a Gift!)</i></li> </ul>
	<b>LC</b>	<ul style="list-style-type: none"> <li>Predict possible ending of a story listened to</li> </ul>	

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading  
**BPK** – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness  
**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
1. Routine a. Morning Sign-in <ul style="list-style-type: none"> <li>Teacher introduces attendance sheet</li> </ul> b. Sing songs or rhymes <ul style="list-style-type: none"> <li>Teacher teaches song, rhyme, or recite poem</li> </ul> 2. Sharing Information <ul style="list-style-type: none"> <li>Teacher guides pupils in sharing news or information in pairs and/or to the class</li> </ul> * <i>Sharing Information is at teacher's discretion based on objectives and theme for the week</i>	1. Routine <ul style="list-style-type: none"> <li>Pupils write their names, grade level, and section on attendance sheet</li> <li>Pupils sing song, rhyme, or recite poem</li> </ul> 2. Sharing Information <ul style="list-style-type: none"> <li>Pupils share news/information to their partners and to the class</li> </ul>
1. Routine (same as above under Daily Activities) 2. Sharing Information (same as above under Daily activities) 3. Reading of the Read Aloud - <i>Maysa, Dua, Tallo... Addan Isagutko!</i> <i>Pre-reading Activities</i> <ul style="list-style-type: none"> <li>Teacher gives motivation activity</li> <li>Teacher unlocks difficult words</li> <li>Teacher encourages pupils to talk about the book cover, title, author, and illustrator</li> </ul> <i>During Reading Activities</i> <ul style="list-style-type: none"> <li>Teacher reads the story and pauses at certain points to ask questions about the pictures</li> <li>Teacher lets pupils predict the ending of the story</li> </ul>	1. Routine (same as above under Daily Activities) 2. Sharing Information (same as above under Daily activities) 3. Reading of the Read Aloud <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Pupils participate in the pre-reading activities: vocabulary and background building</li> </ul> <i>During Reading Activities</i> <ul style="list-style-type: none"> <li>Pupils listen attentively to the story by answering questions</li> <li>Pupils predict the ending of the story</li> </ul> <i>After Reading Activities</i> <ul style="list-style-type: none"> <li>Pupils answer questions about the story</li> </ul>
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
I			
2	<b>C</b>	<ul style="list-style-type: none"> <li>Express ideas through words and phrases, using both invented and conventional spelling</li> </ul>	<ul style="list-style-type: none"> <li>Read Aloud: <i>Maysa, Dua, Tallo... Addan Isagutko!</i> (One, Two, Three... I Have a Gift!)</li> </ul>
	<b>V</b>	<ul style="list-style-type: none"> <li>Use vocabulary relating to self and family</li> <li>Use vocabulary relating to birthdays</li> </ul>	<ul style="list-style-type: none"> <li>Birthday Card Making</li> </ul>
<b>DOMAINS:</b> <b>AK</b> – Alphabet Knowledge <b>ATR</b> – Attitude Towards Reading <b>BPK</b> – Book Print Knowledge <b>C</b> – Composition <b>F</b> – Fluency <b>G</b> – Grammar Awareness <b>HW</b> – Handwriting <b>LC</b> – Listening Comprehension <b>OL</b> – Oral Language			

Teacher's Activities	Learner's Activities
<p><i>After Reading Activity</i></p> <ul style="list-style-type: none"> <li>Teacher asks questions on events in the story</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher tells pupils to think of gifts they will give to their families</li> </ul>	<p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Pupils think of gifts they can give their families</li> </ul>
<p>1. Routine (same as above under Daily activities)</p> <p>2. Sharing Information (same as above under Daily activities)</p> <p>3. Rereading of the Story and Discussion</p> <ul style="list-style-type: none"> <li>Teacher reads the story again</li> <li>Teacher asks questions related to the story</li> <li>Teacher shows a birthday picture and asks pupils to describe it</li> </ul> <p>4. Composing Activity: Birthday Card Making</p> <ul style="list-style-type: none"> <li>Teacher facilitates individual activity: Birthday Card Making</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives spelling words</li> <li>Teacher tells pupils that they will share their card tomorrow</li> </ul>	<p>1. Routine (same as above under Daily activities)</p> <p>2. Sharing Information (same as above under Daily activities)</p> <p>3. Rereading of the Story and Discussion</p> <ul style="list-style-type: none"> <li>Pupils listen to rereading of the story</li> <li>Pupils answer questions related to the story</li> <li>Pupils describe a birthday picture</li> </ul> <p>4. Composing Activity: Birthday Card Making</p> <ul style="list-style-type: none"> <li>Pupils make birthday cards</li> </ul> <p>5. Concluding the Session</p>
<p><b>PA</b> – Phonological Awareness   <b>PWR</b> – Phonics and Word Recognition  <b>RC</b> – Reading Comprehension   <b>S</b> – Spelling   <b>SS</b> – Study Skills   <b>V</b> – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
3	<b>PWR</b>	<ul style="list-style-type: none"> <li>• Give the name and sound of target letter</li> <li>• Give the beginning letter/sound of the name of each picture</li> <li>• Match words with pictures/objects</li> <li>• Blend specific letters to form syllables and words</li> </ul>	<ul style="list-style-type: none"> <li>• Read Aloud: <i>Maysa, Dua, Tallo... Addan Isagutko!</i> (One, Two, Three... I Have a Gift!)</li> <li>• Story summary</li> <li>• Target letter: "Ll"</li> </ul>
	<b>PA</b>	<ul style="list-style-type: none"> <li>• Isolate and pronounce the beginning sound of given words</li> </ul>	
	<b>HW</b>	<ul style="list-style-type: none"> <li>• Write upper case and lower case of target letter legibly</li> </ul>	
	<b>F</b>	<ul style="list-style-type: none"> <li>• Read grade level words, phrases, and sentences</li> </ul>	
	<b>G</b>	<ul style="list-style-type: none"> <li>• Use naming words in sentences</li> </ul>	
3			

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading  
**BPK** – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness  
**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
1. Routine (same as above under Daily Activities)  2. Sharing Information (same as above under Daily activities)  3. Target letter: "Ll" <ul style="list-style-type: none"> <li>Teacher directly instructs letter "Ll"</li> <li>Teacher gives skills activities for the letter "Ll"</li> </ul>	1. Routine (same as above under Daily Activities)  2. Sharing Information (same as above under Daily activities)  3. Target Letter: "Ll" <ul style="list-style-type: none"> <li>Pupils give the sound of the letter "Ll"</li> <li>Pupils practice writing capital letter "L" and small letter "l"</li> <li>Pupils match pictures and words that begin with the letter "Ll"</li> <li>Pupils answer other skills activities</li> </ul>
4. Target letter: "Uu" <ul style="list-style-type: none"> <li>Teacher directly instructs letter "Uu"</li> <li>Teacher gives skills activities for the letter "Uu"</li> </ul> 5. Syllabication: "L + u/a/e/i/o" <ul style="list-style-type: none"> <li>Teacher reviews on syllabication</li> <li>Teacher instructs syllabication of vowels and letter "L"</li> <li>Teacher gives activities on: forming words from syllables, changing syllable to form new words</li> </ul> 6. Concluding the Session <ul style="list-style-type: none"> <li>Teacher can end the session through a game involving Letter "Ll"</li> </ul>	4. Target Letter: "Uu" <ul style="list-style-type: none"> <li>Pupils give the sound of the letter "Uu"</li> <li>Pupils practice writing capital letter "U" and small letter "u"</li> <li>Pupils match pictures and words that begin with the letter "Uu"</li> <li>Pupils answer other skills activities</li> </ul> 5. Syllabication: "L + u/a/e/i/o" <ul style="list-style-type: none"> <li>Pupils form syllables from letters</li> <li>Pupils form words from syllables</li> </ul> 6. Concluding the Session
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
4	<b>PWR</b>	<ul style="list-style-type: none"> <li>• Give the name and sound of target letter</li> <li>• Give the beginning letter/sound of the name of each picture</li> <li>• Match words with pictures/objects</li> <li>• Blend specific letters to form syllables and words</li> </ul>	<ul style="list-style-type: none"> <li>• Target letter: “Uu”</li> <li>• Syllabication</li> </ul>
	<b>HW</b>	<ul style="list-style-type: none"> <li>• Write upper case and lower case of target letter legibly</li> </ul>	
	<b>F</b>	<ul style="list-style-type: none"> <li>• Read grade level words, phrases, and sentences</li> </ul>	
	<b>PA</b>	<ul style="list-style-type: none"> <li>• Isolate and pronounce the beginning sound of given words</li> <li>• Add or substitute syllables in simple words to make new words</li> <li>• Combine syllables to form words</li> </ul>	
5	<b>G</b>	<ul style="list-style-type: none"> <li>• Use naming words in sentences</li> <li>• Identify and use noun markers in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Noun Markers/Sight Words</li> <li>• Independent Reading Activity</li> </ul>

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading  
**BPK** – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness  
**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language



Teacher's Activities	Learner's Activities
<ol style="list-style-type: none"> <li>1. Routine (same as above under Daily Activities)</li> <li>2. Sharing Information (same as above under Daily activities)</li> <li>3. Noun markers and/or sight words                             <ul style="list-style-type: none"> <li>• Teacher directly instructs noun markers. Lesson may also be sight words depending on applicability for Mother Tongue</li> </ul> </li> <li>4. Concluding the Session                             <ul style="list-style-type: none"> <li>• Teacher reminds pupils to review their list of words for this week</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Routine (same as above under Daily Activities)</li> <li>2. Sharing Information (same as above under Daily activities)</li> <li>3. Noun markers and/or sight words                             <ul style="list-style-type: none"> <li>• Pupils actively participate in grammar lesson</li> </ul> </li> <li>4. Concluding the Session</li> </ol>
<ol style="list-style-type: none"> <li>1. Routine (same as above under Daily activities)</li> <li>2. Sharing Information (same as above under Daily activities)</li> <li>3. Independent Reading Activity                             <ul style="list-style-type: none"> <li>• Teacher gives time for pupils to read a chosen book</li> <li>• Teacher lets pupils to share what they have read</li> </ul> </li> <li>4. Spelling Drill                             <ul style="list-style-type: none"> <li>• Teacher gives spelling drill</li> </ul> </li> <li>5. Concluding the Session                             <ul style="list-style-type: none"> <li>• Teacher wishes the pupils a good weekend</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Routine (same as above under Daily activities)</li> <li>2. Sharing Information (same as above under Daily activities)</li> <li>3. Independent Reading                             <ul style="list-style-type: none"> <li>• Pupils choose a book to read</li> <li>• Pupils talk in pairs about the book read</li> </ul> </li> <li>4. Spelling Drill                             <ul style="list-style-type: none"> <li>• Pupils answer spelling drill</li> </ul> </li> <li>5. Concluding the Session</li> </ol>
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

## ALDAW

I



## MATERIALS

1. Copy of Read Aloud story: *Maysa, Dua, Tallo... Addan Isagutko!*
2. "What Do You Like Survey Chart"
3. Poem/song on chart or manila paper
4. Pictures for vocabulary words

## INALDAW A MAARAMID (ROUTINE)

## a. Morning Sign-in

**Activity 1:** "What's your favorite number?"

(*Ania ti paboritoyo a numero?*)

- Teacher prepares a poll or survey chart in a manila paper/old calendar sheet.

As pupils enter the room, teacher provides the morning sign in sheet. They will practice writing their names. Using the class poll/survey sheet, pupils will write their names in the column of preference (whether they like 1, 2, 3, 4.... See example below:

- 5-10 pupils per day to sign in.

	Numero	Nagan (name)
<b>Ania ti paboritom a numero?</b>  <b>(What is your favorite number?)</b>	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

b. *Daniw Wenno Kanta* (Poem or Song)

- Teacher introduces the poem in class. The lyrics are written in a board/ manila paper so pupils can follow. He or she asks the pupils to recite with her and then recite on their own.

Wagayway (The Flag)	Bandera
Wagayway, raemenka, (My dear Flag, I respect you)  Ayatko idatonko kenka. (My love I offer you)  Asul, puraw, nalabaga (Red, white and blue)  Pagraemandaka. (I really respect you.)	Oh Bandera, raraemenka 'Toy ayat, idatonko kenka Asul, puraw ken nalabaga Wen, raraemenka.

**Teacher says:** *Maipanggep iti ania ti daniw?* (What is the poem about?) *Ania dagiti balikas nga agkakaaweng iti paggibusan dagiti linia?* (What words rhyme at the end of the poem?)



## NOTES

2

**PANAGIBASA ITI READ LOUD: MAYSA, DUA, TALLO...  
ADDAN ISAGUTKO!  
(READING OF THE READ ALOUD STORY: ONE,  
TWO. THREE...I HAVE A GIFT!)**

**DAGITI ARAMIDEN SAKBAY TI PANAGIBASA  
(PRE-READING ACTIVITIES)**

***Panangammo iti Kayat a Sawen Dagiti Balikas*  
(Unlocking of Difficulties)**

Teacher unlocks the words using pictures, context clues, gestures, or realia to help pupils describe some of the difficult words in the story. Below are some suggested words.

maysa	tallo	lima	pinggol
dua	uppat	sagut	junk shop

**Bridging: English Word**

Junk shop (no specific Ilokano term)

***Panangammo iti Dati nga Ammo Dagiti Ubbing*  
(Activating Prior Knowledge)**

- **Teacher asks:**
  - On what occasions do you give gifts?
  - On what occasions do you receive gifts?
  - What do you feel when you receive gifts or when you give gifts?
- Teacher shows the cover and asks pupils for the title, writer, and illustrator of the book.



**Teacher says:** *Ania ti paulo ti libro? Asino ti autor?*  
*Asino ti dibuhista wenno nangiladawan?* (What is the title of the book? Who is the writer? Who is the illustrator?)



***Panagpugto ken Panangisagana iti Panggep ti Ibasang Istorya*  
(Prediction and Setting a Purpose for Reading)**

**Teacher says:** *Kabayatan a basbasaek ti istorya, ammuon no:*  
*Ania ngata ti mapasamak iti istorya?* (As I read the story, find out:  
What do you think is going to happen in the story?)



## NOTES

## NOTE TO TEACHER

- Teacher can draw attention to the words “pets and wild animals” since this was unlocked earlier.

**DAGITI ARAMIDEN BAYAT TI PANAGIBASA  
(DURING READING ACTIVITIES)**

- Teacher reads the story. Teacher pauses at certain points to ask questions. Here are some of the suggested points for pauses.

**Page 1**

**Teacher says:** *Ubbing, kitaenyo ti ladawan iti daytoy a panid. Ania ti makitayo nga ar-aramiden ni Carlota ken ni nanangna?*  
(Children look at the picture on this page 1. What do you see?)

**Page 4**

**Teacher says:** *Ubbing, kitaenyo ti ladawan iti daytoy a panid. Ania ti plano ni Carlota nga aramiden para ken ni nanangna?*  
(Children look at the picture on this page 4. What was her (Carlota) plan for her mother?)

**Page 6**

**Teacher says:** *Ania ti kadanyan nga ar-aramiden ni nanangna?*  
(Children look at the picture on this page 6. What did her mother use to do?)

**After Reading page 10**

**Teacher says:** *Ania ngata ti aramiden ni Carlota?*  
(What do you think Carlota will do?)

**Page 13**

**Teacher says:** *Ania ti inaramid ni Carlota iti umuna ken maikadua nga aldaw?* (What did Carlota do during the 1st and 2nd day?)

**Page 21**

**Teacher says:** *Ania met ti inaramidna iti maikatlo, maikapat ken maikalima nga aldaw?* (How about during the 3rd, 4th and 5th day?)

**Before Page 22**

**Teacher says:** *Ania ti aramidento ni Carlota?*  
(What will Carlota do?)

**Page 24**

**Teacher says:** *Kasano a naggibus ti istoriatayo?*  
(How did our story end?)

### DAGITI ARAMIDEN KALPASAN TI PANAGBASA (AFTER READING ACTIVITIES)

- Teacher asks questions about details of the story for pupils to answer.
  - Ania ti naisagut? Ania ti nairegalo?* (What was the gift?)
  - Asino ti nakaawat iti sagut? Naggapuanna?* (Who received that gift? From whom?)
  - No sika ni Carlota, ania ti kayatmo a sagut/regalo para ken ni nanangmo? Apay?* (If you were Carlota, what gift/present will you give to your mother on her birthday? Why?)

## 4

### PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- Teacher tells pupils to start thinking what gift/present they can give to their mom/grandma or aunt.

## I

### INALDAW A MAARAMID (ROUTINE)

#### a. Morning Sign-in

**Activity 1:** *Ania ti paboritoyo a numero?* (What's your favorite number?)

- Teacher continues morning activity in Day 1.

#### b. *Daniw Wenno Kanta* (Poem or Song)

- Teacher asks 2 pupils to share what the poem is all about.

## 2

### PANAGBIBINNINGLAY (SHARING)

#### a. Individual Activity

- Teacher asks pupils to share something by answering the questions. Related to their discussion the other day.

**Teacher says:** *Kas pagarigan, agkasangay ni nanangmo inton umay a bulan ket kayatmo ti mangted iti kapipintasan a sagut wenno regalo. Ania ngata dayta kapipintasan a sagut nga itedmo? Kasano ngarud a makaurnongka iti kuarta a panggatangmo?* ("Supposed, your mom will be celebrating her birthday next month and you want to choose the best gift for her. What will you give to her? And how will you earn money to buy for that best gift for your mom?")

- Teacher gives pupils time to think then share to their partner.

### NOTES

### ALDAW

## 2



### MATERIALS

- Copy of Read Aloud story: *Maysa, Dua, Tallo... Addan Isagutko!*
- "What Do You Like Survey Chart"
- Poem/song on chart or manila paper
- Pictures for vocabulary words
- Birthday Card Sample
- Metacards or bond paper

## NOTES

- Teacher takes this opportunity to assess students' oral language development and fluency.

## 3

**PANANGIBASA MANEN ITI ISTORIA: MAYSÀ, DUA, TALLO... ADDAN ISAGUTKO!**  
**(RE-READING OF THE READ ALOUD STORY: ONE, TWO, THREE...I HAVE A GIFT!)**

- Teacher divides the class into groups of 4-5. He or she will assign a part of the story for each group. Each group will recall and brainstorm how will they retell the part given to them. Then each representative from each group will retell that certain part of the story in class.

## 4

**PANAGPUTAR: PANAGARAMID ITI BIRTHDAY CARD**  
**(COMPOSING: MAKING A BIRTHDAY CARD)**

- Teacher shows birthday pictures and asks pupils to describe it.
- Teacher directs the pupils to make their own birthday cards for their dad or anyone in the family by drawing then writing a message inside.
- Teacher asks 3-4 representatives to present their birthday cards. (other groups have the chance to share for the next 3 days during sharing time)
- Teacher asks pupils to display their cards on the wall.
- Teacher models positive comments to every pupil's work.

## 5

**PANANGILEPPAS ITI LEKSION**  
**(CONCLUDING THE SESSION)**

- Teacher commends pupils for expressing their creativity through their cards

## I INALDAW A MAARAMID (ROUTINE)

### a. Morning Sign-in

**Activity 1:** *Ania ti paboritoyo a numero?* (What's your favorite number?)

- Teacher continues morning activity in Day 1.

### b. *Danin Wenno Kanta* (Poem or Song)

- Teacher asks pupils to share what the poem is all about and in what ways we can show respect to our flag.

## 2 PANANGIBINGLAY (SHARING)

- Teacher asks 4-5 pupils to share about their birthday cards which they have done the other day.
- Teacher takes this opportunity to assess pupils' oral language development and fluency.

## 3 ADALEN A LETRA (TARGET LETTER): "L"

- From the story: "*Maysa, Duwa, Tallo Adda Isagutko!*", the teacher asks pupils to identify words that start with letter "L/l" and "U/u". Then lets them point out the letter "L."

**Teacher says:** *Ita nga aldam, intay adalen ti letra "L". Ammoyo kadi ti uni ti "L"?* (Today, we will learn about the letter "L." Do you know the sound of the letter "L"?)

- Teacher gives the sound of the letter "L." He or she lets the pupils repeat after the sound by a group, and by pairs a group and or individually.
- Teacher introduces words that begin with the letter "L." Teacher can show pictures.

*lamisaan* (table)    *lapayag* (ear)    *lastiko* (rubber band)

*lapis* (pencil)    *laya* (ginger)

- Teacher explains that there are two ways of writing the letter "L" – small "l" and capital "L." Teacher models writing on air.
- Teacher models writing on board and asks for volunteers.

ALDAW

3



### MATERIALS

- Copy of Read Aloud story: *Maysa, Dua, Tallo...Addan Isagutko!*
- "What Do You Like Survey Chart"
- Poem/song on chart or manila paper
- Pictures for vocabulary words
- Birthday Card Sample
- Pictures/ words that begin with letter /Ll;/ /Uu/



**NOTE TO TEACHER**

- I. It is essential that teacher is able to assess that each pupil has correct pronunciation.

**// sound Song**

*Lamisaan, lamisaan ...//...//...//*

*Lapayag, lapayag ...//...//...//*

*Lastiko, lastiko ...//...//...//*

*Lapis, lapis ...//...//...//*

*Laya, laya ...//...//...//*

**Dagiti Aramiden (Activities)**

1. Handwriting Activity Practice writing letter “Ll.”  
Refer to Learner’s Manual pp.87-88.

For the next two activities, the teacher can first review the class then give the worksheet individually.

2. Worksheet – Initial letter “Ll.” Refer to Learner’s Manual p.85

**4****ADALEN A LETRA (TARGET LETTER): “Uu”**

- From the name cards already on the board, ask volunteer students to encircle all the letter “u” they find.



**Teacher says:** *Ita nga aldaw, intay adalen ti letra “U.” Ammoyo kadi ti uni ti “U”?* (Today, we will learn about the letter “U.”  
Do you know the sound of the letter “U”?)

- Teacher gives the sound of the letter “U”. He or she lets the pupils repeat after the sound by a group, and by pairs a group and or individually.
- Teacher introduces words that begin with the letter “U.” Teacher can show pictures.

*ubas* (grapes)      *uleg* (snake)      *ulep* (cloud)

*udang* (lobster)      *ugsa* (deer)

- Teacher explains that there are two ways of writing the letter “U” – small “u” and capital “U.” Teacher models writing on air.
- Teacher models writing on board and asks for volunteers.



## NOTES

## NOTE TO TEACHER

- I. It is essential that teacher is able to assess that each pupil has correct pronunciation.

**/u/ sound Song**

Ubas, ubas .../u/.../u/.../u/

Uleg, uleg .../u/.../u/.../u/

Ulep, ulep .../u/.../u/.../u/

Udang, udang .../u/.../u/.../u/

Ugsa, ugsa .../u/.../u/.../u/

**Dagiti Aramiden (Activities)**

## 1. Handwriting Activity

Teacher tells pupils to practice writing letter “Uu.”

For the activity, refer to MTB-MLE *Ilokano* (Learner’s Manual) pp.102-103.

## 2. Words that begin with letter “Uu.”

For the activity, refer to MTB-MLE *Ilokano* (Learner’s Manual) pp. 100.

## 5

**BLENDING TO FORM SYLLABLES**

**Teacher says:** *Kadagiti napalabas a lawas, naadaltayo dagiti uni ti sumagmamano a letra. Naadaltayo met no kasano a basaen ti maysa a silaba.* (For the past weeks, we have learned to read some letters and their sounds as they form syllables.)



- Teacher presents some segmented words into syllables from the story then asks hihe or sher students to read.

Ex:

1. *lu + pot = lupot*

2. *lu + to = luto*

3. *u + nas = unas*

4. *u + pa = upa*

5. *up + pat = uppat*

## NOTES

## 6

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)****Target Letters Review**

- Dismiss Children: Dismiss all the children whose names start with the /t/ and /l/ sounds.

For example: “All the children whose names begin with these sounds can go wash their hands/go for snacks or lunch ahead and others.

## ALDAW

## 4

**MATERIALS**

- Copy of Read Aloud story: *Maysa, Dua, Tallo...Addan Isagutko!*
- “What Do You Like Survey Chart”
- Poem/song on chart or manila paper
- Pictures for vocabulary words
- Birthday Card Sample

## I

**INALDAW A MAARAMID (ROUTINE)****a. Morning Sign-in**

**Activity 1:** “What’s your favorite number?”

(*Ania ti paboritoyo a numero?*)

- Teacher continues morning activity in Day 1.

**b. Daniw Wenno Kanta (Poem or Song)**

Teacher asks pupils to share what the poem is all about and in what ways we can show respect to our flag.

## 2

**PANANGIBINGLAY (SHARING)**

- Teacher asks 4-5 pupils to share about their birthday cards which they have done the other day.
- Teacher takes this opportunity to assess pupils’ oral language development and fluency.

## 3

**LEKSION ITI GRAMMAR (GRAMMAR LESSON)****a. Sight Words**

- Teacher introduces sight words like: *ni, ti, iti, ken* (and), *idiay* (at the, there)

**b. Nouns Phrases**

- Then, teacher creates noun phrases using these sight words like
  - *Sagsagaysayen ni Carlota ti atiddog ken nangisit a buok ni nanangna.* (Carla combs her mother’s long black hair.)
  - *Agdardaras nga agluto ken agisagana iti balon ni tatang iti bigat.*

NOTES

(Mother was in a hurry cooking and preparing lunch for dad.)

- Teacher defines noun phrase using the given examples.

A **noun phrase** is a word or group of words in a sentence that acts like a noun.

### c. Simple Sentences

- The teacher shows pupils how to write short sentences using these noun phrases like:

– *Nasabatko ‘tay inaudi a kabsatmo.* (I met your little sister.)

– *Inurnongna dagiti botelia nga awan kargana.*  
(She gathered all the empty bottles.)

- Teacher updates Word Wall

## 4 PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

Teacher asks pupils to continue reviewing their list of words learned this week.

## I INALDAW A MAARAMID (ROUTINE)

### a. Morning Sign-in

**Activity 1:** “What’s your favorite number?”

(*Ania ti paboritoyo a numero?*)

- Teacher continues morning activity in Day 1.

### b. *Daniw Wenno Kanta* (Poem or Song)

- Teacher asks pupils to share what the poem is all about and in what ways we can show respect to our flag.

## 2 PANANGIBINGLAY (SHARING)

- Teacher asks 4-5 pupils to share about their birthday cards which they have done the other day.
- Teacher takes this opportunity to assess pupils’ oral language development and fluency.

## ALDAW

## 5



### MATERIALS

1. Copy of Read Aloud story: *Maysa, Dua, Tallo...Addan Isagutko!*
2. “What Do You Like Survey Chart”
3. Poem/song on chart or manila paper
4. Pictures for vocabulary words
5. Birthday Card Sample
6. Spelling Notebook
7. Copies of the Leveled Reader

## NOTES

## 3

**INDEPENDENT READING**

- Teacher asks pupils to read their favorite Leveled Reader learned.

## 4

**PANANGAMMO NO ANIA TI NASURSURO ITI ISPELING (SPELLING ASSESSMENT)**

- Teacher dictates words from the word wall then lets pupils write on their spelling notebook.
- Teacher facilitates checking by pupils.  
Misspelled words need to be corrected by the owner.
- Teacher asks pupils to choose 3-4 words from the spelling drill then writes his or her own simple sentences.

## 5

**PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)****Traditional Game**

- Teacher asks pupils play traditional games commonly played at home, at school, or at play. Teacher picks which game is preferred by the pupils.

1. *Siatong*    2. *Limbo-limbong*    3. *Patintero*    4. Sack Race

WEEK

9

## TEACHER'S GUIDE

# GRADE 1

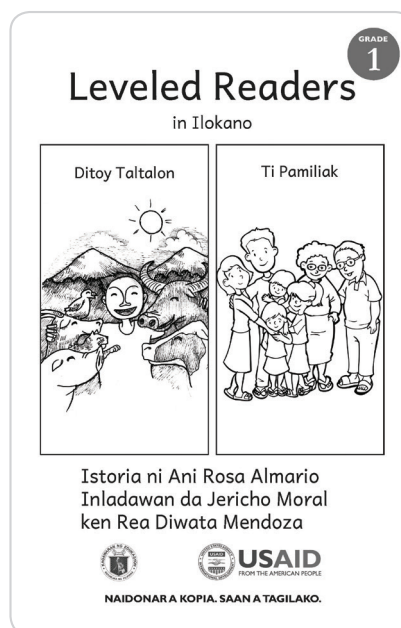
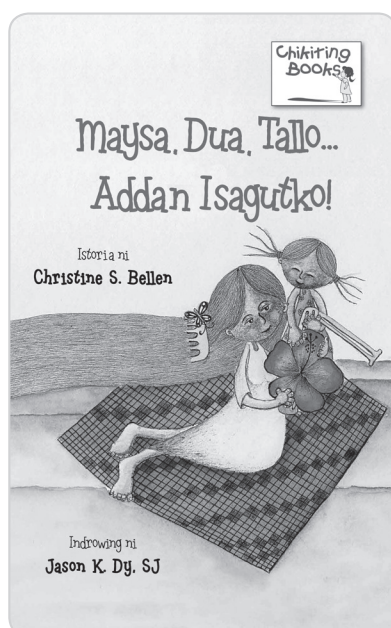
# MOTHER TONGUE

# ILOKANO

**THEME: FAMILY TRADITIONS, FAMILY ROLES**

**READ ALOUD STORY: MAYSA, DUA, TALLO... ADDAN ISAGUTKO!**  
**(ONE, TWO, THREE ... I HAVE A GIFT!)**

**LEVELED READER: "TI PAMILIAK" ("MY FAMILY")**



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 1  
ILOKANO  
QUARTER 1, WEEK 9 (50 MINUTES PER DAY)**

**Theme: Family Traditions, Family Roles)**

**Read Aloud Book: *Maysa, Dua, Tallo... Addan Isagutko! (One, Two, Three ... I Have a Gift!)***

*Written by Christine S. Belen and illustrated by Jason K. Dy, SJ*

**Leveled Reader: *Ti Pamiliak ("My Family")***

*Written by Ani Rosa Almario and illustrated by Rea Diwata Mendoza*

Day	Domain	Objectives	Subject Matter
Daily	<b>OL</b>	<ul style="list-style-type: none"> <li>• Talk about oneself and one's personal experiences</li> <li>• Sing in groups songs</li> <li>• Listen and respond to other in oral conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Poll taking</li> <li>• Songs, Rhymes, and Poems</li> </ul>
	<b>HW</b>	<ul style="list-style-type: none"> <li>• Write one's name legibly</li> </ul>	
I	<b>PA</b>	<ul style="list-style-type: none"> <li>• Isolate and pronounce the beginning sound of given words</li> <li>• Orally segment a two or three syllable word into its syllabic parts</li> <li>• Say the new spoken word when two or more sounds are put together</li> </ul>	<ul style="list-style-type: none"> <li>• Target letter: "Gg"</li> <li>• Syllabication and word formation</li> </ul>
	<b>PWR</b>	<ul style="list-style-type: none"> <li>• Give the name and sound of target letter</li> <li>• Match words with pictures/objects</li> <li>• Identify upper case and lower case of target letter</li> <li>• Blend specific letters to form syllables and words</li> </ul>	
	<b>S</b>	<ul style="list-style-type: none"> <li>• Identify misspelled words and correct them</li> </ul>	

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading

**BPK** – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness

**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
1. Routine a. Morning Sign-in <ul style="list-style-type: none"> <li>Teacher introduces poll-taking and supports pupils in the activity</li> </ul> b. Sing songs or rhymes <ul style="list-style-type: none"> <li>Teacher teaches song, rhyme, or recite poem</li> </ul> 2. Sharing Information <ul style="list-style-type: none"> <li>Teacher guides pupils in sharing news or information in pair</li> </ul> * <i>Sharing information is at teacher's discretion based on objectives and theme for the week</i>	1. Routine <ul style="list-style-type: none"> <li>Pupils answer the poll</li> <li>Pupils sing song, rhyme, or recite poems</li> </ul> 2. Sharing Information <ul style="list-style-type: none"> <li>Pupils share news/information to their partners</li> </ul>
1. Routine (same as above under Daily activities) 2. Sharing Information (same as above under Daily activities) 3. Target Letter: "Gg" <ul style="list-style-type: none"> <li>Teacher directly instructs letter "Gg"</li> <li>Teacher gives skills activities for the letter "Gg".</li> </ul> 4. Syllabication: Blending and Breaking Syllables <ul style="list-style-type: none"> <li>Teacher instructs blending p + a, e, i, o, u to form syllables</li> <li>Teacher gives activities on syllabication</li> </ul> 5. Sentence Formation <ul style="list-style-type: none"> <li>Teacher asks pupils to use syllables to form words and then form sentences</li> </ul>	1. Routine (same as above under Daily activities) 2. Sharing Information (same as above under Daily activities) 3. Target Letter: "Gg" <ul style="list-style-type: none"> <li>Pupils give the sound of the letter "Gg"</li> <li>Pupils practice writing capital letter "G" and small letter "g"</li> <li>Pupils match pictures and words that begin with the letter "Gg"</li> <li>Pupils identify whether "Gg" is a beginning or ending sound</li> </ul> 4. Syllabication: Blending and Breaking Syllables <ul style="list-style-type: none"> <li>Pupils form words from syllables</li> <li>Pupils syllabicate words</li> </ul>
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
I			
2	F	<ul style="list-style-type: none"><li>Read grade level words, phrases, and sentences with appropriate speed and accuracy</li></ul>	<ul style="list-style-type: none"><li>Leveled Reader: “Ti Pamiliak” (“My Family”)</li></ul>
	OL	<ul style="list-style-type: none"><li>Participate actively during read alouds by making comments and asking questions</li></ul>	
	V	<ul style="list-style-type: none"><li>Using vocabulary referring to people (self and family)</li></ul>	
	LC	<ul style="list-style-type: none"><li>Relate story events to one’s experiences</li></ul>	

**DOMAINS:** **AK** – Alphabet Knowledge   **ATR** – Attitude Towards Reading  
**BPK** – Book Print Knowledge   **C** – Composition   **F** – Fluency   **G** – Grammar Awareness  
**HW** – Handwriting   **LC** – Listening Comprehension   **OL** – Oral Language



Teacher's Activities	Learner's Activities
6. Concluding the Session <ul style="list-style-type: none"> <li>Teacher asks pupils if they have any new word learned for the day</li> </ul>	5. Sentence Formation <ul style="list-style-type: none"> <li>Pupils use syllables to form words and then form sentences</li> </ul> 6. Concluding the Session <ul style="list-style-type: none"> <li>Pupils give new words and use them in sentences</li> </ul>
1. Routine (same as above under Daily activities) 2. Sharing Information (same as above under Daily activities) 3. Guided Reading of Leveled Reader – “ <i>Ti Pamiliak</i> ” (“My Family”) <p>a. <i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher discusses high frequency words</li> <li>Teacher gives motivation activities</li> <li>Teacher conducts a picture walk of the book with the pupils</li> <li>Teacher discusses the cover, title and author of the book</li> </ul> <p>b. <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher gives pupils the book in pairs or groups of 3. Teacher reads the story while pupils follow reading silently</li> <li>Teacher gives decoding strategies that pupils may use</li> <li><i>Returning to the text:</i> Teacher lets pupils read the story as a group and in pairs</li> <li>Teacher highlights some of the words that were difficult for the pupils</li> </ul> <p>c. <i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li><i>Responding to the text:</i> Teacher relates the story to their personal experiences</li> </ul>	1. Routine (same as above under Daily activities) 2. Sharing Information (same as above under Daily activities) 2. Guided Reading of Leveled Reader – “ <i>Ti Pamiliak</i> ” (“My Family”) <p>a. <i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils read high frequency words</li> <li>Pupils answer questions about the pictures on the book</li> </ul> <p>b. <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils read silently while following as the teacher reads the story aloud</li> <li>Pupils demonstrate how to use decoding strategies taught</li> <li>Pupils read the story as a group</li> </ul> <p>c. <i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils talk about their families</li> <li>Pupils act out different scenes of families</li> </ul> 4. Concluding the Session
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
2			
3	<b>F</b>	<ul style="list-style-type: none"> <li>Read grade level words, phrases, and sentences with appropriate speed and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Leveled Reader: “<i>Ti Pamiliak</i>” (“My Family”)</li> <li>Sentences</li> <li>Composing Activity: Letter Writing</li> </ul>
	<b>HW</b>	<ul style="list-style-type: none"> <li>Write the upper case and lower case letters legibly, observing proper sequence of strokes</li> </ul>	
	<b>C</b>	<ul style="list-style-type: none"> <li>Express ideas through words and phrases using both invented and conventional spelling</li> </ul>	
	<b>G</b>	<ul style="list-style-type: none"> <li>Write grade level sentences with correct punctuation mark</li> </ul>	
4	<b>F</b>	<ul style="list-style-type: none"> <li>Read grade level words, phrases, and sentences with appropriate speed and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Leveled Reader: “<i>Ti Pamiliak</i>” (“My Family”)</li> <li>Editing compositions</li> </ul>
	<b>HW</b>	<ul style="list-style-type: none"> <li>Write the upper case and lower case letters legibly, observing proper sequence of strokes</li> </ul>	
	<b>OL</b>	<ul style="list-style-type: none"> <li>Listen and respond to other in oral conversation</li> </ul>	

**DOMAINS:** **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading  
**BPK** – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness  
**HW** – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher congratulates pupils for a good job</li> <li>Teacher tells pupils that they will reread the Leveled Reader tomorrow</li> </ul>	
<p>1. Routine (same as above under Daily activities)</p> <p>2. Sharing Information (same as above under Daily activities)</p> <p>3. Composing Activity: Letter Writing</p> <ul style="list-style-type: none"> <li>Teacher gives a mini-less on structure of a letter</li> <li>Teacher facilitates letter writing activity</li> </ul> <p>4. Rereading of Leveled Reader: “<i>Ti Pamiliak</i>”</p> <ul style="list-style-type: none"> <li>Teacher supervises rereading of the story in pairs or groups</li> <li>Teacher lets the pupils read the story as a class or in groups</li> </ul> <p>5. Nouns</p> <ul style="list-style-type: none"> <li>Teacher reviews lesson on nouns</li> </ul> <p>6. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives pupils homework</li> </ul>	<p>1. Routine (same as above under Daily activities)</p> <p>2. Sharing Information (same as above under Daily activities)</p> <p>3. Composing Activity: Letter Writing</p> <ul style="list-style-type: none"> <li>Pupils identify the parts of a letter</li> <li>Pupils write a letter to their family members</li> </ul> <p>4. Rereading of Leveled Reader: “<i>Ti Pamiliak</i>”</p> <ul style="list-style-type: none"> <li>Pupils read the story again in pairs or groups</li> <li>Pupils read the story as a class</li> </ul> <p>5. Nouns</p> <ul style="list-style-type: none"> <li>Pupils review lesson on nouns</li> </ul> <p>6. Concluding the Session</p>
<p>1. Routine (same as above under Daily activities)</p> <p>2. Sharing Information (same as above under Daily activities)</p> <ul style="list-style-type: none"> <li>Teacher instructs pupils on editing written compositions</li> <li>Teacher facilitates sharing of works among pupils</li> </ul> <p>3. Collaborative Work: Outdoor Game</p> <ul style="list-style-type: none"> <li>Teacher asks pupils to play the game <i>siatong</i>, <i>limbo-limbong</i>, or sack race</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher congratulates the pupils for a good job in letter writing</li> </ul>	<p>1. Routine (same as above under Daily activities)</p> <p>2. Sharing Information (same as above under Daily activities)</p> <ul style="list-style-type: none"> <li>Pupils edit their letters</li> <li>Pupils show and talk about their works to their classmates</li> </ul> <p>3. Collaborative: Outdoor Game</p> <ul style="list-style-type: none"> <li>Pupils play the game <i>siatong</i>, <i>limbo-limbong</i>, or sack race</li> </ul> <p>4. Concluding the Session</p>

**PA** – Phonological Awareness **PWR** – Phonics and Word Recognition

**RC** – Reading Comprehension **S** – Spelling **SS** – Study Skills **V** – Vocabulary Development

Day	Domain	Objectives	Subject Matter
5	<b>S</b>	<ul style="list-style-type: none"> <li>Correctly spell grade level words</li> </ul>	<ul style="list-style-type: none"> <li>Spelling Drill</li> </ul>
	<b>G</b>	<ul style="list-style-type: none"> <li>Classify naming words into persons, places, and things</li> </ul>	<ul style="list-style-type: none"> <li>Nouns</li> </ul>
	<b>ATR</b>	<ul style="list-style-type: none"> <li>Browse and choose books to read</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading</li> </ul>
<b>DOMAINS:</b> <b>AK</b> – Alphabet Knowledge <b>ATR</b> – Attitude Towards Reading <b>BPK</b> – Book Print Knowledge <b>C</b> – Composition <b>F</b> – Fluency <b>G</b> – Grammar Awareness <b>HW</b> – Handwriting <b>LC</b> – Listening Comprehension <b>OL</b> – Oral Language			

Teacher's Activities	Learner's Activities
1. Routine (same as above under Daily activities)	1. Routine (same as above under Daily activities)
2. Sharing Information (same as above under Daily activities)	2. Sharing Information (same as above under Daily activities)
3. Spelling Drill	3. Spelling Drill
<ul style="list-style-type: none"> <li>Teacher gives spelling drill</li> </ul>	<ul style="list-style-type: none"> <li>Pupils spell grade level words correctly</li> </ul>
4. Paired Reading	4. Paired Reading
<ul style="list-style-type: none"> <li>Teacher gives time for pupils to read a chosen book</li> <li>Teacher lets pupils to share what they have read</li> </ul>	<ul style="list-style-type: none"> <li>Pupils choose a book to read</li> <li>Pupils talk in pairs about the book read</li> </ul>
* <i>Alternatively, the time may be used for reviewing for examination</i>	5. Concluding the Session
5. Concluding the Session	<ul style="list-style-type: none"> <li>Pupils review the target letters discussed in class</li> </ul>
<ul style="list-style-type: none"> <li>Teacher reviews the target letters with pupils</li> </ul>	
<b>PA</b> – Phonological Awareness <b>PWR</b> – Phonics and Word Recognition <b>RC</b> – Reading Comprehension <b>S</b> – Spelling <b>SS</b> – Study Skills <b>V</b> – Vocabulary Development	

## ALDAW

I



## MATERIALS

1. Copy of Read Aloud story: *Maysa, Dua, Tallo...Addan Isagutko!*
2. "What Do You Like Survey Chart"
3. Poem/song on chart or manila paper
4. Pictures for vocabulary words

## INALDAW A MAARAMID (ROUTINE)

## a. Morning Sign-in

## Activity 1: "What do you like to play?"

(*Ania ti kayatyo nga ay-ayamen?*)

- Teacher prepares a poll or survey chart in a manila paper/old calendar sheet.

As children enter the room teacher, provides the morning Sign-in sheet. Children will practice writing their names. Using the class poll/survey sheet, children will write their names in the column of preference (whether they like *Siatong*, *Limbo-Limbong* and others.).

See example below:

<b>Magusgustuak nga ay-ayamen: (I like to play)</b>		
<i>Siatong</i>	<i>Limbo-limbong</i>	<i>dadduma pay</i>

- Teacher shows and explains example.
- Only ask 5-10 pupils per day. This can run for this week until all pupils in class are done.

b. *Danin Wenno Kanta* (Poem or Song)

- Teacher introduces the poem "*Ti Tarampo*" in class. The lyrics are written in a board/ manila paper so pupils can follow. He or she asks the students to recite with her.

***Ti Sunay/Tarampo (The Top)***

Ni: Adoracion Jose

*No paguddogem, aya* (If you spin)

*Alisto ti puligosna* (It turns so fast)

*Ditan a kur-itanna* (While turning)

*Ti dalanna.* (It draws its ways)

*No maminsan, maiipaima*

(Sometimes we let the top turn on our palm)

*Awan iti daga* (And not on the ground anymore)

*Aguddog iti dakulap* (It steadily turns on our palm)

*Agaweng a kasla agar-arapaap.* (Making sounds like dreaming)

- Teacher asks pupils to share what the poem is all about and identify words that rhyme from the poem as well.

NOTES

2

PANAGBIBINNINGLAY (SHARING)

Activity

- Teacher asks pupils to share information about pets.

**Teacher says:** With a partner, interview your partner using the following guide: *Mangala iti kadua wenno kapareha, damagen kenkuana dagiti sumaganad:*

Pupil 1: *Naimbag a bigatmo! Ania ti inaramidmo idi Sabado/Domingo?* (Good Morning! I was wondering what you did this weekend?)  
*Adda kadi nakitam a taraken?* (Did you see any pets?)

Pupil 2: After one partner is interviewed, reverse roles.  
The interviewee needs to clearly express his or her experiences.



3

ADALEN A LETRA (TARGET LETTER): Gg

**Teacher says:** *Ita nga aldaw, intay adalen ti letra "G." Ammoyo kadi ti uni ti "G"?* (Today, we will learn about the letter "G." Do you know the sound of the letter "G"?)

- Teacher gives the sound of the letter "G." He or she lets the pupils repeat after the sound by a group, and by pairs a group and or individually.
- Teacher introduces words that begin with the letter "G." Teacher can show pictures.

*gatas* (milk), *gitarra* (guitar), *ganso* (goose),  
*garrapon* (bottle), *goma* (rubber)

- Teacher explains that there are two ways of writing the letter "G" – small "g" and capital "G." Teacher models writing on air.
- Teacher models writing on board and asks for volunteers.



NOTE TO TEACHER

It is essential that teacher is able to assess that each pupil has correct pronunciation.

**/g/ sound Song**

*Gatas, gatas .../g/.../g/.../g/*

*Gitarra, gitarra .../g/.../g/.../g/*

*Ganso, ganso .../g/.../g/.../g/*

*Garrapon, garrapon .../g/.../g/.../g/*

*Goma, goma .../g/.../g/.../g/*

## NOTES

**Dagiti Aramiden (Activities)**

1. Handwriting Activity Practice writing letter “Gg”.

Refer to Learner’s Manual pp.94-95.

For the next two activities, the teacher can first review the class then give the worksheet individually.

2. Words that begin with letter “Gg”.

Refer to Learner’s Manual p.91-93

**4****BLENDING TO FORM SYLLABLES**

**Teacher says:** “*Kadagiti napalabas a lavas, naadaltayo dagiti uni ti sumagmamano a letra. Naadaltayo met no kasano a basaen ti maysa a silaba.*” (For the past weeks, we have learned some letters and their sounds and how to read to form syllables.)

- Teacher presents some segmented words into syllables then asks his or her pupils to read.

Ex:

1. *gi* + *ta* = *gita* (venom)

2. *gay* + *yem* = *gayyem*

3. *gi* + *san* + *tes* = *gisantes* (sweet pea)

4. *gra* + *do* = *grado* (class mark, grade)

5. *gu* + *ri* + *gor* = *gurigor* (fever)

**5****SENTENCE FORMATION**

- Teacher asks pupils to form syllables from the letters learned from the past 8-9 weeks. Then make words then sentences as well. Each pupil writes at least 1 or 2 simple sentence in her notebook.

**6****PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)****Target Letter Review**

- Teacher dismisses all the children whose names start with the /g/ sound. For example: “All the children whose names begin with the /g/ sound can go wash their hands/go for snacks or lunch.



1

## INALDAW A MAARAMID (ROUTINE)

### a. Morning Sign-in

Activity 1: “What do you like to play?”

(*Ania ti kayatyo nga ay-ayamen?*)

- Teacher continues with the morning activity in Day 1.

### b. *Daniw Wenno Kanta* (Poem or Song)

- Teacher reviews the poem “*Ti Tarampo*” in class. He or she asks the pupils to recite by pair, group or individually.

2

## PANANGIBINGLAY (SHARING)

- Teacher asks pupils to continue sharing about their pets.
- Teacher takes this opportunity to assess pupils’ oral language development and fluency.

3

## PANANGTARABAY KADAGITI UBBING ITI PANANGIBASA ITI LEVELED READER: “TI PAMILIAK” (GUIDED READING OF THE LEVELED READER: “TI PAMILIAK”)

### DAGITI ARAMIDEN SAKBAY TI PANAGIBASA (PRE-READING ACTIVITIES)

#### a. *Panagbasa iti Balikas* (Word Work)

- Teacher shows the high frequency words on flash cards and asks pupil to read the words.

*isuna ni* (he or she)

- Teacher reads the words and uses them in a sentence.

*Isuna ket napintas.* (She is beautiful.)

- Teacher asks volunteer pupils to formulate sentences with *isuna ni*.

#### b. *Panangbuya Kadagiti Ladawan* (Picture Walk)

- Teacher lets pupils look at the pictures on each page of the book. Teacher talks about it.

Example: *Ania/ Asino ti makitayo iti daytoy a ladawan?*

(What do you see in the picture?)

ALDAW

2



### MATERIALS

- Copy of Read Aloud story: *Maysa, Dua, Tallo...Addan Isagutko!*
- “What Do You Like Survey Chart”
- Poem/song on chart or manila paper
- Pictures for vocabulary words
- Copies of Leveled Reader: *Ti Pamiliak*

## NOTES

c. *Panangisagana Kadagiti Ubbing iti Pannakaibasa ti Istorya*  
(Setting the Scene)

- Teacher asks pupils to look at the cover of the book and give the title, author, and illustrator of the book.



**Teacher asks:** *Maipanggep iti ania ti istorya?*  
(What do you think is the story about?)

*Ania ti ar-aramidenyo idiay balayyo tapno makatulongkayo?*  
(What do you usually do at home to help your family?)

**BAYAT TI PANAGIBASA (DURING READING ACTIVITIES)**

- Teacher reads the book but before that, he or she informs the pupils that he or she will read the book and model some skills that are helpful to the pupils if they get stuck on a word.



**Teacher says:** *Ita, nakitatayon dagiti ladawan ken napanunotyon no maipanggep iti ania ti istorya, intay man basaen. Basaek nga umuna ti istorya ket sumurotkayo. Kabayatan nga innak basbasaen, aramidek ti tallo a banag.* (Okay, now that we have looked at the pictures and thought about what the story might be about, we are going to read the story. First, I am going to read the story and you follow along. I will be doing three things as I read.)

- Kitaek dagiti balikas ken baliksek ida.* (Looking at the words and “sounding them out.”)
  - Kitaek dagiti ladawan tapno maaddaanak iti idea maipapan kadagiti basbasaek a balikas.*  
(Looking at the pictures for clues about the words.)
  - Siguraduek a ti ibagbagak a balikas ket isu met laeng ti ispeleng wenno pannakaisuratna. Kas koma no ti ammok ket “tatang” ngem no mingmingak, letra “l” met ti pangrugianna, ammok no kuan a saan a “tatang” daytoy. Isu a saanen a “tatang” ti isaok. Kitaek a nalaing dagiti letra a sumaruno iti “l”, “lolo”, isu a “lolo” no kuan ti isaok.* (Checking to make sure what I think the word is matches the spelling of the word. So if I thought the word was ‘tatang’ but when I looked at it, it began with the letter “l” I would know that I didn’t read it right. Instead of ‘tatay’ I would correct myself and say ‘lolo.’)
- Teacher reads the book, stopping to make a comment or two about the match between the pictures and the text or text with the beginning.
  - After the teacher reads, he or she asks the pupils to read the text all together, chorally. If pupils have difficulty with a word, prompt them with questions such as:
    - Ania a letra/uni ti pangrugianna?*  
(What letter/sound does the word begin with?)

NOTES

- *Kitaem ti ladawan, isu kadi met laeng ti kayatna a sawen?*  
(Look at the picture. What makes sense?)
- The teacher should “listen in” and make note of any difficulties children are having.

**Teacher asks:** *Adda kadi balikas a saanmo a maawatan?*  
*Kalpasanna agdamag maipanggep iti topiko.* (Are there words you do not understand?)



**DAGITI ARAMIDEN KALPASAN TI PANAGIBASA  
(AFTER READING ACTIVITIES)**

- Teacher asks pupils questions about the text read.
- Example: *Kasano nga ipakitam ti ayatmo iti pamiliam?*  
(In what ways you can show your love to your family?)

4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

**Teacher says:** *Inton bigat, basaentayo manen ti istoria.*  
(Tomorrow, we will read the story again.)



- Teacher cheers on the pupils for doing a good job on choral reading.

I

**INALDAW A MAARAMID (ROUTINE)**

**a. Morning Sign-in**

**Activity 1:** *Ania ti kayatyo nga ay-ayamen?*  
(“What do you like to play?”)

- Teacher continues with the morning activity in Day 1.

**b. Daniw Wenno Kanta (Poem or Song)**

- Teacher reviews the poem “*Ti Tarampo*” in class. He or she asks the pupils to recite by pair, group or individually.

2

**PANANGIBINGLAY (SHARING)**

- Teacher asks pupils to continue sharing about their pets.
- Teacher takes this opportunity to assess pupils’ oral language development and fluency.

ALDAW

3

## NOTES

**MATERIALS**

1. Copy of Read Aloud story: *Maysa, Dua, Tallo...Addan Isagutko!*
2. "What Do You Like Survey Chart"
3. Poem/song on chart or manila paper
4. Letter Sample
5. Copies of Leveled Reader: *Ti Pamiliak*
6. Copies of Read alouds
7. Sample of Mini Lesson

**3****ABABA A LEKSION (MINI LESSON)**

- Teacher shows a sample of a friendly letter.

*Ay-ayatek nga agad-adal (My dear pupils),*

*Ita ket aldaw ti Miercoles, agbasatayo iti libro a napauluan iti "Ti Pamiliak". (This Wednesday, we are going to read a book about a family.)*

*Sapay koma ta maragsakankayo a mangbasa. (I hope you will enjoy it.)*

*Sipupudno (Sincerely),*

\_\_\_\_\_  
(name of teacher)

- Teacher introduces "what a letter is, parts of a letter from the sample letter. (greeting, body of the letter, salutation, signature)

**4****MATARABAY A PANAGBASA (GUIDED READING)****a. By Pair**

**Teacher says:** *Ita, ulitentayo a basaen ti istoria. Umuna, basaentayo amin nga aggigiddan. (Today we will read the story again. First, we will read it all together.)*

- Teacher signals choral reading.



**Teacher asks:** *Asino dagiti karakter iti istoria? (Who are the characters in the story?)*

- Children will answer: Ana, nanang, tatang, lolo, manang, lola, Ben.

Teacher has these words on metacards and shows to pupils the words after they give it.

**b. Group Reading**

**Teacher says:** *Ita, itudok no asino a grupo ti mangbasa kadagiti nadumaduma a paset ti istoria. (This time, I will assign different groups to read different parts of the story.)*

- Teacher assigns group/s a page to read. Teacher starts with the cover page and points to the group that will read the beginning and so on and so forth.

**Teacher asks:** *Adda kadi dadduma a kameng ti familiayo nga awan iti istoriatayo? No adda, asino dagitoy?* (Are there other members in your family that were not mentioned?)



## NOTES

- Teacher writes the answers on the board.

## 5

### NAGAN (NOUNS)

- Teacher reviews pupils about their previous lesson: nouns.

Pupils are asked to use their Leveled Reader/Read Aloud Story for the next activity.

Using the chart, pupils identify nouns from the story and identify them as names of persons, places, and things.

See example chart below:

Nagan			
Nagan	Tao	Lugar	Banag
Carlota	Carlota		
Nanang	nanang		
buok			buok
balay		balay	

## 6

### PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- Teacher gives homework: Write their own letter.

## I

### INALDAW A MAARAMID (ROUTINE)

#### a. Morning Sign-in

**Activity 1: “What do you like to play?”**

*(Ania ti kayatyo nga ay-ayamen?)*

- Teacher continues with the morning activity in Day 1.

#### b. *Daniw Wenno Kanta* (Poem or Song)

- Teacher reviews the poem “*Ti Tarampo*” in class. He or she asks the pupils to recite by pair, group or individually.

## ALDAW

## 4

## NOTES

**MATERIALS**

1. Copy of Read Aloud story: *Maysa, Dua, Tallo...Addan Isagutko!*
2. "What Do You Like Survey Chart"
3. Poem/song on chart or manila paper
4. Letter Sample

## 2

**PANANGIBINGLAY (SHARING)****a. Individual Activity**

**Teacher says:** *"Idi kalman, nagaramidkayo iti surat a para ken ni manang/ manong/ adingyo. Ikkankayo iti oras a mangkita ken mangisimpa iti inaramidyo.* (Yesterday, you have made a letter to your sister/ brother. I will give you time to check, revise your own work.)

Teacher asks 4-5 pupils per day.

- Teacher facilitates pupils editing and checking their work. He or she shows good examples from work students' work the previous day.
- Teacher lets pupils work in pairs.
- Teacher facilitates pupils sharing their work with their partner.
- Teacher takes this opportunity to assess pupils' oral language development and fluency.

## 3

**COLLABORATIVE WORK:  
OUTDOOR GAME/ACTIVITY**

- Teacher asks pupils to play *Siatong*, *Limbo-imbong*, or Sack Race.

## 4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher gives homework for spelling words.
- Practice spelling the words for spelling.

## 1

**INALDAW A MAARAMID (ROUTINE)****a. Morning Sign-in.**

**Activity 1: “What do you like to play?”**

(*Ania ti kayatyo nga ay-ayamen?*)

- Teacher continues with the morning activity in Day 1.

**b. *Danin Wenno Kanta* (Poem or Song)**

- Teacher reviews the poem “*Ti Tarampo*” in class. He or she asks the pupils to recite by pair, group or individually.

## 2

**PANANGIBINGLAY (SHARING)****a. Individual Activity**

- Teacher asks pupils to continue sharing about their letters.

## 3

**PANAGSANAY ITI SPELLING (SPELLING DRILL)**

- Teacher facilitates Spelling drill. Have pupils answer on a sheet of paper so they can write their names, grade level, and section.
- Teacher gives words from their word wall.

## 4

**PANAGBASA NGA ADDA KADUA (PAIR READING)**

- Teacher facilitates reading in pairs. He or she provides guide on their output.
- Teacher asks pupils to make a list of all the books title they had been reading. This will motivate them to read more books once they see long listing of books read.

## 5

**PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)****Target Letters Review**

Dismiss Children: Dismiss all the children whose names start with the /N/, /A/, /T/, /I/, /Y/, /O/, /S/, /K/, /E/, /M/, /U/, /G/, /L/ sounds.

For example: All the children whose names begin with the given sounds can go wash their hands/go for snacks or lunch ahead.

Teacher can customize also to classroom chores.

## ALDAW

5

**MATERIALS**

1. “What Do You Like Survey Chart”
2. Poem/song on chart or manila paper
3. Letter Sample
4. Spelling Notebook
5. Copies of Leveled Reader